WELSH COLLEGES COMMITTEE.

2

ROYAL ASIATIC SOCIETY LIBRARY OF THE BOMBAY BRANCH

COMMITTEE

ON

THE UNIVERSITY OF WALES AND ITS CONSTITUENT COLLEGES.

MINUTES OF EVIDENCE AND APPENDICES.

Presented to both Houses of Parliament by Command of His Majesty.

BX-K-3

LONDON:
PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
BY JAS. TRUSCOTT AND SON, LTD.

And to be purchased, either directly or through any Bookseller, from
WYMAN AND SONS, LIMITED, 109, FETTER LANE, FLEET STREET, E.C.; and
32, ABINGDON STREET, WESTMINSTER, S.W.; or
OLIVER AND BOYD, TWEEDDALE COURT, EDINBURGH; or
E. PONSONBY, 116, GRAFTON STREET, DUBLIN.

1909.

[Cd. 4572.] *Price* 1*s.* 2*d.*

CONTENTS.

	PAGES.
MINUTES OF EVIDENCE	1–103
List of Witnesses—	
Mr. J. E. Lloyd, M.A.	1–5
Mr. R. Williams	1–5
Mr. W. Lewis Jones, M.A.	5–6
Sir Henry Reichel, M.A., LL.D.	7–21
" " "	82–94
Mr. P. P. Pennant, M.A.	21–22
Mr. T. F. Roberts, M.A., LL.D.	23–31
" " "	36–39
" " "	82–94
Mr. David Davies, M.P.	31–35
Mr. T. Thomas	40
Mr. J. H. Davies, M.A.	40–49
Mr. E. H. Griffiths, M.A., Sc.D., F.R.S.	49 *et seqq.*
" " " "	78–82
Professor J. S. Mackenzie, M.A., Litt.D.	49–58
Professor R. M. Burrows, M.A.	49–58
Professor C. M. Thompson, M.A.	58–62
Professor A. C. Elliott, D.Sc., M.I.C.E.	58–62
Professor D. Hepburn, M.D., C.M.	62–64
Mr. L. Williams	64–67
Mr. T. H. Riches	67–71
Mr. J. M. Angus, M.A.	71–73
" "	82
M. J. Austin Jenkins, B.A.	73–78
Sir Isambard Owen, D.C.L.	82–94
Mr. O. Owen, M.A.	94–103
Professor E. Anwyl, M.A.	96–103
APPENDICES	105–138

For list of Appendices see p. 104.

Digitized with financial assistance from
Shri Brihad Bhartiya Samaj
on 31 October, 2019

THE WELSH COLLEGES COMMITTEE.

MINUTES OF PROCEEDINGS

OF THE

COMMITTEE

APPOINTED BY THE LORDS COMMISSIONERS OF HIS MAJESTY'S TREASURY

TO INQUIRE AND REPORT UPON

THE UNIVERSITY OF WALES AND ITS CONSTITUENT COLLEGES.

FIRST DAY,

Tuesday, November 12th, 1907.

At the Library Hall, The University College of North Wales, Bangor.

PRESENT:

SIR THOMAS RALEIGH, K.C.S.I., D.C.L. (*Chairman*), presiding.

Sir JOHN RHYS, M.A., D.Litt.
Mr. F. G. OGILVIE, C.B.
Professor W. S. MCCORMICK, LL.D.
Mr. G. L. BARSTOW (*Secretary*).

Mr. JOHN EDWARD LLOYD, M.A., Professor of History, Secretary and Registrar, and Mr. RICHARD WILLIAMS, Assistant Registrar, called in and examined.

1. (*Chairman.*) How long have you been Registrar, Mr. Lloyd?—15 years; I was appointed in 1892. The first point is the number of students from the opening of the College. I think each member of the Committee has been supplied with a copy of the calendar, and in the calendar, on page 13, is a table showing the number of students at the beginning of each session since the opening of the College. I propose, with your permission, to put in a statement giving a little more detail, though the substantial effect is the same, and showing the number of men and women separately in each of the three terms in each session since 1889-90, and the total number of students registered during the session, which, of course, is to be obtained by a separate calculation. The figures show a very substantial increase from 58 in the opening year, and rise to about 100 in 1889; then there is a very marked rise in 1894-5 and succeeding sessions. That, I ought to explain—as it is not shown in the figures—is due to the establishment of the Day Training Department. The Day Training Department was established in 1894, when we received 30 students. The number was increased to 60, when we rose to the full number in the second session, that is 1895-6. Then we got permission to receive more students, and in 1896-7 there were 77 day training students, and in 1897-8 we reached our full complement of 100 day training students, so that the increase during those years is largely, but, I should say, not altogether, explained by the establishment of a Day Training Department consisting of 100 students. In 1898-9 there was a further increase—shown in the calendar table—from 267 to 315. That was partly due to the establishment of a short course in agriculture, which we have had every session since—a short course held in the first term only. Students come to us direct from the farms for a purely agricultural course intended to help them in their farming, and they only remain for the first term of the session.

2. (*Sir John Rhys.*) That is what term?—The October, November, December term, the time when they are most free as regards farm work. Since the year 1898-9, the number of students has not substantially increased. It has risen and fallen somewhat, as I think the figures show. At present there are registered for the present term 217 men, 108 women, a total of 325 That is very much like what we have been having in the first term—perhaps rather more; it is practically the same for the last few sessions. I ought, I think, to say that one reason why there has been no very great increase in the number of students is that there has been undoubtedly a great rise in the standard of admission to the College, due in the main to the establishment of the intermediate system of education in Wales. The College began a good many years before the establishment of the Welsh intermediate system, and at first a great many of the students were not really fitted to profit by the ordinary University courses. For a number of years the College

750.—Wt. T.L. 235. 3/09. J. T. & S.

had elementary classes, that is, classes below the level even of matriculation. It endeavoured to mark them out as distinguished from the regular work of the College by charging special fees for them. They were not included in the ordinary composition fees, and students were not admitted to them under 18, so as to avoid any competition with the schools, and in one year, in 1893-4, we got as much as £53 in fees from those particular classes, from those elementary or sub-matriculation classes. This kind of class has for a long time been insignificant. The only class of that type held in recent years has been an elementary mathematics class, held by the Day Training Department and open to other students whose mathematical education had been neglected, and who were admitted on payment of the special fees. We have only been getting £1 or £2 each session of late from that source, and the classes are not now held, so that this type of class has finally disappeared. Further, I may say that a matriculation course is no longer approved as a regular course for students of the College to pursue. In the earlier years the matriculation work, of course, was fairly important. We prepared for the matriculation of the University of London, and, to some extent, afterwards for our own matriculation; but of late, during the last three or four sessions, the matriculation classes have only been necessary as a whole to meet the needs of the day training students, many of whom when admitted had not passed the matriculation examination, so that special junior courses had to be provided for them. But this October no student has been admitted to the Day Training Department who is not already qualified to pursue degree courses of the University of Wales.

3. (*Professor McCormick.*) Are you able to keep up your number to 100, even with this elimination?—Yes, quite easily. We had quite a competition, in fact, among the candidates, and the consequence is that we have only a few junior classes. I think it will be found—those who are going round the departments will find—that there is a junior class in Greek, for instance—a beginners' class in Greek; there is a junior class in German, to which we attach great importance. It provides facilities for those who have not been able to take German before coming to College to take a subject which may be of very great service to them later. But while there are what you would call matriculation or junior classes in some subjects, we no longer register students who come here frankly in order to pass the matriculation examination. That is a partial explanation of the fact that the number of students has not very greatly increased.

4. The matriculation standard you have spoken of, of course, that is a University, not a college standard?—That is a University, not a college standard, yes. The figures which I am submitting show separately the number of men and women. The figures that you have just heard for the present session I think are fairly typical—namely, 217 men and 108 women.

5. (*Chairman.*) The proportion of women would be larger among the training college students, I suppose?—Yes, it is one-half. We are supposed to preserve a balance by the Board of Education between the men and the women in the Day Training Department.

6. (*Mr. Ogilvie.*) As compared with last year, I see there is an increase of 32 men and a diminution of 16 women in the first term; is there any special significance in that?—I think probably this may be partly explained by the fact that we have registered 13 students of a theological college in Bangor, who, of course, are all men, for a particular class. We have not a very large number of those one-course people, but this session we have registered 13 from the Bala-Bangor Independent College in order to take the course in intermediate Welsh; and further we have entered into an arrangement with the Normal College, which is a residential training college for men in Bangor. Perhaps the Principal will give you some details as to the arrangement which we have made with that Institution, the object being to recognise certain parts of their work as equivalent to our intermediate courses for students who have matriculated in the University of Wales. We recognise certain teachers in the Normal College. That system is just coming into operation, and there are five students who are taking advantage of it; they are all men, so those two figures I think together explain it. It is largely accidental, the increase in the men.

7. There is no substantial change, then, I take it, in the number of students this year, as compared with last year, entering for a degree course?—None, I should say.

8. (*Professor McCormick.*) You have not got the number of those who are entering on a qualifying course for a degree?—Yes; we can give those. (*Mr. Williams.*) I can get those. (*Mr. Lloyd.*) We can get those. Then I have a statement which has been submitted to Dr. Hill, who was here last week, and who asked for some special figures. He wished them for the purposes of comparison with the returns which he has obtained in inspecting the English colleges—the annual average number of students in regular daily attendance during the past five sessions—and we understood from him that he was prepared to regard students who took two or more courses as in regular daily attendance. It would have been very difficult for us without very elaborate calculations to decide which of the students attended every day of the week, but he was content to accept that as an equivalent—two or more courses.

9. (*Mr. Ogilvie.*) May I ask what you regard as a course?—Three hours a week is a course. The University requirement is 80 lectures in the session. Every University course must contain not less than 80 lectures, and that means in practice, working it out, something like three hours a week. The annual average number of students in regular daily attendance during the past five years is men 169, and women 109, total 278; so that a very large proportion of our students are students pursuing more or less full courses. Our single-course people form a very small proportion of the whole. Then the last Annual Report of the Senate to the Council shows the various courses taken by the students during the session 1906-7, and I think it may be regarded as quite a typical year; so that if I were to read it (*copies handed in*) that would show what our students really were working at; it would give you a broad idea. On page 2, the second column, "Courses taken," first of all University degree courses, the course for the "B.A." degree, divided up amongst first, second, third, and fourth year. The total for the "B.A." degree comes to 162. There were 162 students last session pursuing the "B.A." degree course. For the "B.Sc." degree there were 39, making a total of 201 pursuing courses for Welsh initial degrees, the ordinary undergraduate work of the College. There were six who were reading for the "M.A." degree. The "M.A." degree is given upon a thesis. There is no course of lecturing, and usually no separate examination. The "M.A." work is practically thesis work, so that those six students may all be said to have been research students in arts. They had propounded a subject for a thesis to the University, which the University had accepted on the recommendation of the Professor, and they were here working in the library, and seeing their Professor, perhaps, once or twice a week, and discussing with him the progress of their work.

10. (*Professor McCormick.*) Residence at the University is compulsory?—It is not compulsory; they were here quite voluntarily, chiefly because of the use of the library.

11. You find most of them doing so?—Yes. A few of them manage to do it privately. Those who live in large towns such as London, or any large town that has a very good library, can do it. Then there were two students pursuing post-graduate courses in science. There were two taking the London B.Sc. and one the London Intermediate Science. We offer no special preparation for that course, but the science courses of the University of Wales meet the requirements generally of the London courses, and, therefore, we find that there are always a few students who are willing to come here to take the London degree.

12. (*Mr. Ogilvie.*) Those students would not be included in those working for a degree in arts?—No.

13. As a matter of fact they did not take the two degrees?—No, for special reasons. The matriculation of the two Universities is not identical. Latin

is compulsory in the Welsh matriculation examination. If a student has no Latin or German and has matriculated in London, he is practically forced to the London course in science. A London arts student does not come to us at all, because we cannot do anything for him.

14. I suppose you find them dropping off the London degree now that you have got your own?—Oh, very much. We attach no importance to it. If they choose to come and take our course, well and good. Then there are four pursuing the first year of medical study.

15. (*Chairman.*) That is physics and chemistry?—Yes, and biology, partly for London and partly for the Scottish Universities. Then other courses—the matriculation of the University of Wales—there were nine. As I have already pointed out, that class disappears this session. Special courses, in arts, 11. These are chiefly students taking one course—people attending courses which they wished to follow.

16. Does that first year of medical study bring you under the inspection of the General Medical Council? (*Mr. Ogilvie.*) For inspecting the examinations, not the teaching.

17. (*Chairman.*) For inspecting the examinations, not teaching?—We have to send in certain forms, but we have had no visit.

18. (*Professor McCormick.*) But your matriculation is accepted by the General Medical Council?—It is. Then, special courses in science, there are five; then special courses taken by students in the Day Training Department were 30. They will be discontinued entirely after this session owing to the operation of the change with regard to the terms of admission to the Department. Students who had not matriculated on admission took the matriculation course in the first year, I mean in the Day Training Department—and if they failed, of course, a second-year course had to be provided for them. There is a standard course, which they have been taking, examined by the Board of Education; but as we shall admit no students in future who have not matriculated, that type of work will disappear.

19. (*Mr. Ogilvie.*) "Special courses in arts, 11 students"; that means 11 students who are not taking the degree course that are attending one or more of the arts classes which form part of degree courses in the usual way? That is the principle on which you have arranged it?—(*Mr. Williams.*) Yes.

20. (*Professor McCormick.*) And they need not have passed the matriculation examination?—No. If a lady in the town wished to attend a course on English literature, which it is quite open for her to do, she would be ranged under that head.

21. (*Mr. Ogilvie.*) But these courses for the Day Training Department were rather in the nature of more elementary courses?—They were not specially arranged classes, only that the students in them were not matriculated. We put the day training students together, so as to distinguish them from the casual people; they might really have been grouped together as far as any principle is concerned.

22. Those 30, then, are not a case of day training students taking classes which have now been discontinued by the operation of the matriculation?—No.

23. You mentioned before that there were certain classes of a junior character?—No, a student would attend a University course in history, for instance; he would attend it without having matriculated at the University; that is what really happens.

24. So that those 30 really refer to courses of the University standard?—Yes, I think, substantially.

25. (*Professor McCormick.*) It is the students who have disappeared, not the courses?—I ought to have made that clear; it is the students who have disappeared, not the classes themselves. The only technical work which is done in the College is found under the fifth head. In connection with the Day Training Department, we have training for secondary teachers and a course of training for kindergarten teachers. For the kindergarten teachers we have a model kindergarten and preparatory school, which is entirely under the management of the College, where the training is done. And then we have an Electrical Engineering Department, which is a subdepartment of the Department of Physics, and maintained by a grant from the Worshipful Company of Drapers. They have now, for the past ten years, I think, given us—well, they give it periodically, but it amounts to an annual subvention of £200—towards the maintenance of that particular Department. Then the Department of Agriculture is maintained by a grant from the Board of Agriculture and Fisheries of £800 a year. The first year's course, 5; the second year's course, 5; in the degree course there is, as is pointed out in the note, duplication; they are also included in the B.Sc. figures.

26. Of course, that only relates to agriculture proper—I mean the chemical and physical courses that go towards an agricultural degree are under the other heads?—Yes.

27. So that you count all your agricultural students coming in your other classes?—Oh, undoubtedly, in so far as they take other subjects as well as agriculture. Then I think that is a typical session, showing the way in which our students are divided up. Then I have a statement showing the numbers of students pursuing University courses each session since 1894-5. The figures in sessions show a constant increase; they run as follows for each session, up to the present: 30, 34, 64, 97, 115, 121, 113—there was a slight decrease there—140, 138, 141, 155, 159, 168, 177; that statement, of course, I shall put in. That is on the arts side. The number of arts students pursuing University courses has been increasing. The number on the science side does not show the same tendency to increase. The numbers run as follows: 21, 32, 41, 40, 48, 47, 41, 44, 56, 67, 58, 57, 48, 45. Of late the number seems to have been coming down somewhat. There may be more than one explanation The science course is more expensive than the arts course, owing to the laboratory fees, as I shall show in a moment.

28. What are the different openings in science, as compared with arts, in Wales? Perhaps there are not so many openings?—Not so many, certainly not.

29. Not so many?—No; a great number of arts students go into the Welsh County Schools, on to their staff, and the provision for arts is generally ampler than for science trained students.

30. Of course, that might be altered in the future; it would add to your science students?—Yes.

31. If there were science departments in these county schools. I know science in schools has made great progress in Scotland?—I thought I should draw the attention of the Committee to that figure. Then I have a statement showing the localities from which students come, roughly divided into three groups, which would be all the Committee really wish to have—namely, North Wales, South Wales, and outside Wales. We claim the whole of North Wales as our parish. Under the terms of our Charter, we represent the whole of North Wales. The point about this table is the constant increase in the number of students from North Wales, a very marked increase; while the number of students from South Wales and from outside Wales has practically been stationary. . . . Here are the figures for North Wales from 1894-5: 96, 136, 160, 181, 211, 200, 195, 239, 228, 242, 247, 245, 254. Speaking broadly, the number of students from North Wales has been increasing constantly. From South Wales: 31, 32, 36, 30, 40, 34, 33, 24, 29, 32, 30, 24, and 18. Last session we had fewer students from South Wales than at any previous time in the history of the College. From outside Wales the figures have been very much the same: 51, 57, 62, 67, 74, 71, 62, 67, 64, 56, 60, 61, and last session 50 from outside Wales.

32. (*Mr. Ogilvie.*) This session?—Well, this session we have not got the figures worked out; the session has only just commenced, and it takes a little calculation. I think we may claim, therefore, that we are in an increasing degree providing for the needs of our own district, and that there is no evidence that the increase in the number of students is in any way due to our drawing from outside our own district. Of course, there are many reasons why we should draw less from England, where University education is being

more and more organised; and, of course, Aberystwyth has been progressing much in the same way as we have, and at Cardiff they draw from South Wales. Then I have a statement of the occupations of the parents of our students for last session, a statement drawn up and printed in connection with this pamphlet, which I think members of the Committee will find useful to them in many ways. On page 11 you will find a table showing the occupations of the parents of the present students. They have been grouped roughly into four divisions: professions, commercial classes, agricultural, working men; but I think those who know the country would quite recognise that it would be fair to take out of some of these classes certain groups, and thereby show the number of students who might be said to come from the well-to-do, or, at any rate, the comfortable classes. I think we must take out from the professions the clergy, and the ministers, and the school masters, if we regard the professions as the well-to-do section of the community. I think we certainly must take out the clergy and the ministers and school masters, who find it quite as hard, I am sure, to keep their sons at college as any tradesmen or farmer would do.

33. (*Sir John Rhys.*) Yes, quite?—That would mean taking 45 out of that first list.

34. (*Chairman.*) What strikes one is the large figure in the first category—the working men?—Well, that, of course, we take here as the most natural thing in the world, but I have no doubt it does appear remarkable. I have roughly estimated that we could not take more than about 50 out of the whole list as representing the comfortable classes, that is, people who could send their sons to college without any effort at all, and pay reasonable fees; the remaining 270 must all be regarded as having to make a struggle.

35. They all represent a special effort, and they all represent the necessity for great cheapness in all your arrangements here?—I think they do. I think the Principal wants to speak on that point, but having the figures before me I thought I would prepare the minds of the Committee for that particular point.

36. (*Mr. Ogilvie.*) How many did you say?—Not more than 50, I should say.

37. (*Professor McCormick.*) As far as the arts side is concerned, I should imagine that is the same in England and Scotland—that anyone who could afford without much sacrifice to send his son to college, sends him to Oxford and Cambridge. I do not say on the science side?—I should put it rather in this way. Of course, the difference is very great, is it not? One generally talks of £120 to £150 as necessary for the older Universities on the very cheapest scale, whereas our people can do it quite comfortably on £50.

38. Of course, they get the aid of scholarships if the boy is at all worthy of it?—They would appear to, I think. Then I pass on to speak very briefly of the fees. I put in a table of the fees, which I will not trouble the Committee with at present. It is in the calendar. The main point is that the average fee paid by a student taking a full course last session was £11 10s. That may be taken as the average fee paid.

39. Including arts and science?—Including arts and science. The cases which rise above and fall below the average are, first, advanced arts students, who generally pay less because they can take advantage of the system of paying for individual classes. The advanced arts student, for instance, the M.A. student who is doing research work, only sees his professor once or twice a week, and the fee that is charged for that at present is very small indeed. And if a student is pursuing an honours course, which would all be in one department, he perhaps would be attending six hours a week, and that will not be equivalent to a £10 composition fee. He would get it for 6 guineas altogether. On the other hand, the science students pay more. They are above the average because of the laboratory fees, and if a student is taking a heavy laboratory course, if he is taking three subjects with laboratory work, he may be paying as much as £20.

40. Every student pays the £10, and then you add a laboratory fee; is that the way?—Every student who is taking enough classes to make it worth his while to do so. We have a scale of class fees which practically come to 3 guineas a session for an ordinary course of three hours a week. Some of them run to more, some of them run to 4 guineas for four hours a week. A student taking three classes in his University course generally finds it advantageous to pay a £10 composition fee; if he is taking less than three, he can do it for less than £10.

41. Yes; but what I meant was that the difference between arts and science only consists of this special laboratory fee. You do not charge him any more for lectures?—No, not any more. It is the laboratory fee, and the minor payments in the laboratory for material and so on.

42. Have you a matriculation fee for the College?—We have what is called a registration fee of 1 guinea, paid by every student each session.

43. And there is no University registration fee?—The University fees are separate. They have to pay a University matriculation fee of £2.

44. But that is for his whole course?—That is to the University for being matriculated, for entering upon degree course.

45. (*Sir John Rhys.*) It only comes once?—It only comes once.

46. (*Professor McCormick.*) And then, of course, there are the examination fees?—Examination fees as well. I thought the Committee would like to know the amount of money spent in scholarships and exhibitions. We have an estimated expenditure for the current session—that is the best guide, I think, of what we are really doing at present—an estimated expenditure of £1,279 in the session. Of that £710 comes from College funds, £444 comes from trust funds—the income of funds specially established for scholarships—and £125 from special funds subscribed for special scholarships, not of the nature of permanent funds.

47. Under the first head, do you mean the general funds of the College, not funds that are charged for this special purpose?—No, that is not so; it includes the interest on the scholarship fund. We have a scholarship fund belonging to the College, not a special trust fund, but the general fund for scholarships; the income from that fund is £150, and that is appropriated. If you take the £150 from £710, we get the remainder, which the College, of its own free will, is spending in scholarships.

48. And could alter from year to year?—And could alter at any time. Practically, the difficulty would be, of course, the competition of other colleges. It would be very difficult for the College to act separately in the matter, but by arrangement with Aberystwyth and Cardiff, more particularly with Aberystwyth, of course, our College expenditure might be altered.

49. (*Sir John Rhys.*) You are putting these figures all in?—I am putting everything in when we have got them in a rather better shape. Then I think the only other point that I had in my mind to submit was the number of graduates from the College in the past few years.

50. (*Professor McCormick.*) While you are looking for that, perhaps I might refer to one point. Perhaps it may be referred to by the Principal later, but it just catches my eye in what you have given us; it is with regard to the ages of the students?—I have not made any statement with regard to the ages of the students.

51. You have the statistics there in the list you have given us?—They are quite typical; there is nothing unusual about them. The minimum age for admission is 16. There is an exceptional power of admitting under 16; the Council can do so on the recommendation of the Principal, but you will see from the last return that that was not done last session, and it is a very, very rare thing now to admit any student under 16.

52. There is only one student. Well, I think there must be some misprint here; is there? Under 16 it says none?—Yes; and then one of the age of 16.

53. And of the age of 16 one, and of the age of 17 only one, so you have only two students under 18 in your College?—That was so last session, and I have no doubt it is much the same.

54. I wanted to get that fact?—There is no doubt whatever that the average age of our students is as high as at the older Universities. We do not have a younger class of student now.

55. (*Mr. Ogilvie.*) Are those ages at the date of opening of the session of the College?—Yes. When they filled up their registration slips; it is just stated, their age on that day.

56. (*Professor McCormick.*) Is that so; that is important?—Yes.

57. Perhaps you might mention that in the statistics there, because, I take it, they give the age of the students at last session?—No; the first point is the age at the beginning of the session, not taken in the course of the session.

58. It would be interesting to get the number of students entering the College for the first time, and the ages of the students?—We could easily get it.

59. This is apt to be rather confusing, as it contains the students of the first, second, and third year?—We can submit a return showing the average age of the students admitted to two or more courses, excluding single-course people, at the beginning of this session.

60. (*Mr. Ogilvie.*) I think, perhaps, it would be more convenient if you would give us, say, the ages of the students admitted—that is, including those who are in the first year of a degree course?—Yes.

61. You see, that number runs through your figures in the first year of a degree course?—Excluding, therefore, people who are pursuing technical courses, not pursuing degree courses.

62. Then you could give us the ages of first-year students who are presumably proceeding to the second and third year and to graduate. Those are perfectly typical students of the College?—Oh, yes; it would be quite easy to get the figures of those.

63. (*Chairman.*) Has there been any change in that respect; were there more young students in the earlier days of the College?—Oh, yes; we have not prepared a tabular statement on that point, but there can be no doubt that the establishment of the Welsh intermediate schools has made a great difference.

64. (*Mr. Ogilvie.*) As regards the age?—Yes.

65. Do you think that is it?—That is the real explanation.

66. (*Professor McCormick.*) It ensures your University work being more of a University character?—Yes; undoubtedly it does. I have a statement here as to the number of degrees obtained during the last five years, and that I will put in. That is the last statement I wish to submit. The number of B.A. passes and honours from 1902-3 is 30, 26, 35, 39, 33. . . . Thus the total for the five years from 1902-3 B.A. University of Wales is 163. For the B.Sc. the figures are also given. The total for the five years is 50, and, in addition, ten took their degrees in the University of London. In the five years there were 17 who took their M.A. at the University of Wales, and two at the University of London; six who took the B.D. degree at the University of Wales and three at the University of London; one who took the D.Sc. at the University of Wales, and two at the University of London; and one who took the D.Litt. of the University of London. That is all that I have to lay before the Committee, but I shall be very glad indeed to obtain any further information that any member may wish.

The witnesses withdrew.

Mr. W. Lewis Jones, M.A., Professor of English Language and Literature, Librarian, called in and examined.

67. (*Chairman.*) The Committee would like you to make any statement you would like, and then, perhaps you would show us your accommodation?—I have prepared a brief statement of our expenditure on books and periodicals. At present the Council votes an annual grant of £150 to the library, and this is divided among what we call the 15 main Departments of the College, so it is about £10 we spend on books for each Department.

67*a*. Have you any other income—fees?—Well, the Department of Agriculture and Education have small grants allotted to them out of their special funds—£5 and £15. We get £20 to £25 more by fines and subscriptions; so altogether we have only about £195 to provide for books and extra clerical expenses.

68. £150 the Council votes, and in addition to that there is £5 for agricultural books, and £20 for educational books?—£15 for educational books.

69. And then £25 for additional fees and subscriptions?—Subscriptions and fines. The point really is, that we can only give £10 to each of the main Departments.

70. (*Professor McCormick.*) What do you charge per student for the use of the library? Do you charge the students in addition to their matriculation fee?—No, we no not.

71. It is the outside subscriptions?—It is the outside subscriptions.

72. From people in Bangor?—From people in Bangor mostly.

73. But the students are free?—Oh, yes. It is very difficult for me to say what the sum voted to each Department ought to be. The Principal was telling me that anything from £30 to £50 would represent the sum required to meet the needs of each Department.

74. (*Sir John Rhys.*) Instead of £10?—Instead of £10. I know that some Departments, like Physics and Chemistry, spend all their grant on periodicals. They have no money at all for the purchase of books.

(*Chairman.*) Most modern science is in periodicals, I understand, now; it changes so rapidly that books——

75. (*Sir John Rhys.*) Are hardly worth buying?—It may be.

76. (*Professor McCormick.*) These would be more for the professors, the teachers, the staff, than the students, necessarily; I mean a man must keep himself up to the front?—Yes; but some of the science students, in particular, do a good deal of advanced work. We want all the latest publications. That is all I have to say about books.

77. (*Chairman.*) How many books have you altogether?—We have two libraries here. The Welsh library is separated altogether. We have 29,000 volumes in this library, with 9,000 in the Welsh library, making a total altogether of 38,000.

78. (*Professor McCormick.*) It is to be supposed a great number of those would be gifts?—Oh, a good many at the start, but not so very many. There was a special grant voted at one time in connection with the Evan Thomas Bequest; that is to say, the bequest was obtained on condition that we bought a certain library, which cost us £1,000. That supply was very much on the literature side.

79. If you get bequests of libraries themselves, there is a good deal of stuff that you are storing that is not worth storing in those numbers?—Oh, yes; we get a good deal of comparatively useless stuff presented still.

80. (*Chairman.*) Is there any other library in Bangor worth speaking of, besides the College library?—No.

81. There is no Bishop's library, or anything of that sort?—There is a small library; it is not of much value for reference purposes.

82. (*Professor McCormick.*) Has Mr. Carnegie not been here? Is there not a Carnegie library?—I do

not think he has been here. Mr. Carnegie has given us a town library; that will be in a short time a fairly good lending library.

83. (*Chairman.*) A library of a different character, I suppose?—Yes.

84. If anybody in the town wanted to read in a scholarly way, could they come here?—Oh, yes; they could come here, and not only from the town, but from all over North Wales. We have subscribers in different parts of North Wales.

85. (*Sir John Rhys.*) Does that mean that you lend books out?—Yes; some we reserve.

86. Oh, of course; but you do lend?—Oh, yes; to people who subscribe and pay for the postage.

87. (*Professor McCormick.*) Of course, your graduates will have a hold on the library too?—Yes.

88. I mean men who are your graduates who are schoolmasters in different districts in Wales?—Yes; they are admitted on special terms: at half the usual subscription. *Administration*: I should now like to say something about the expense of carrying the library on. At present the Librarian (that is to say, myself), who is not a librarian in the ordinary sense, but the Executive Officer and Secretary of the Library Committee, is paid £20; the Assistant Librarian, Miss Ellis, who has active charge of the library routine work, is paid £110 a year. There is no second assistant in the library, and the work as at present carried on involves a very heavy strain on the Assistant Librarian.

89. (*Chairman.*) You have not even a boy to run with the books?—No; we have not even that. She has to do it all herself, and she does it very well. For myself, I have had the supervision of the library for ten years at least. To carry on the library adequately in the new buildings the following annual expenditure will be necessary: We shall unite the two libraries. We now pay £52 to Mr. Shankland for looking after the Welsh library. Well, it would be possible, I think, to unite the two funds, and we should make every effort to retain the services of the Welsh Librarian. He is here at a sacrifice now, there is no doubt. He is a minister, but he would like to give his whole time to library work. He is a first-rate man, as Sir John Rhys would know.

90. (*Sir John Rhys.*) I have just been looking at some of his latest acquisitions. He seems to have a keen nose for rare old books?—Yes. Our intention would be to appoint a competent head of the new library at a salary rising from £150 to £200. An Assistant Librarian would have to be appointed at a salary not less, at any rate, than £120. The two should be assisted by an intelligent and well-educated boy as library assistant, we might call him. A salary of some £20 would be sufficient for him, as he might be a sort of apprentice as well. So that that altogether would be an annual expenditure on administration of about £340. The increase we thus calculate as being required in administrative expenditure is from £160 to £200 a year. I do not think we can do it in the new buildings on less—adequately. Then there is one other point about removal to new premises; the entire library, general and Welsh, will have to be re-catalogued, and on the card system. We have started on that already. We have catalogued all books since September, 1899, on that system. But that catalogue, even as it stands, will have to be revised, and the entire old-fashioned book catalogue will have to be done over again according to the places of the books in the new shelves; so that that will involve, I am afraid—it has been done in other places—the engagement of a professional cataloguer for at least two years. We should have to pay him £150 a year, I have no doubt. The arrangement of the library in the new building, it is interesting to note—that is why there ought to be very efficient supervision—is such as to provide for niches in which people can pursue independent work—research work. It is specially planned, you will see, in compartments.

91. (*Professor McCormick.*) There is a drawing at page 8 of the illustrated pamphlet on the new buildings?—Yes; that is it. It has been suggested that some of these places might be closed in by glass doors; I do not know whether that could be done, but it has been suggested so as to give privacy.

92. But you would not manage 15 of these in your new library?—I think so.

93. It must be a large hall, then?—Yes.

94. (*Chairman.*) There are five on a side in the drawing; there may be more than that; the sections here, no doubt for artistic purposes, are made large and roomy?—There are eighteen, I think.

95. (*Professor McCormick.*) Of course, a number of your departments would not want to work there. I mean your Chemistry Department would not want to work there; they would need a reference library in their laboratory?—Oh, yes; I might require three of them for English study alone. There is still another need which appeals very strongly to us, and that is the need of the Welsh library. Perhaps I might tell you something, if I am not taking up too much time, as to what has been done there. We are not in any way trespassing upon the function of the Welsh National Library at Aberystwyth, but we have voted a special grant, altogether of about £500, for the purchase of rare Welsh books. Well, Mr. Shankland is an exceedingly able collector in that way, and he has succeeded in getting some good things. The object of all this is to make this library a reference library for North Wales, and it is astonishing the amount of interest that has been taken in it, and the good work that has already been done in connection with it. We calculate that in order to keep it up—I believe Mr. Shankland has a collection there which is worth not much less than £5,000—£100 a year ought to be set apart for that library alone.

96. (*Chairman.*) Would the £100 include administration and purchase?—The administration is included in what I said just now about the general needs of the library. The £100 extra grant would be really for this library for purchase of books.

97. (*Mr. Ogilvie.*) From what funds was the £500 voted?—From the Thomas Bequest; some money turned up unexpectedly.

98. (*Sir John Rhys.*) It was only one sum?—One sum, and then the Council voted Mr. Shankland's salary.

99. (*Mr. Ogilvie.*) The Council voted from their own funds Mr. Shankland's salary for a year?—For two years; so that altogether we have spent over £500 on it.

99A. So that Mr. Shankland is at the present moment a temporary officer?—Yes.

100. Unless some arrangement is come to at the end of the two years his employment ceases?—That is so.

101. You have made no permanent provision for a librarian for the Welsh library?—No. The position is perfectly precarious. We must get the money by an appeal to the country or in some other way.

102. (*Sir John Rhys.*) I suppose you will agree Mr. Shankland is an ideal man for his work?—Yes, and I think he would make a first-rate general librarian.

103. In spite of his name, he is a thorough Welshman, with every qualification for his business. I have seen about a dozen of his latest acquisitions, and he seems to have bought them for less than half what I should have had to pay, I am quite sure?—He has got hold of things that are worth ten times what he gave for them. This is the expenditure on the library from the start. (*Document handed in.*)

(*Chairman.*) We would like to have that. I think if the other members of the Committee agree, I should like to walk through and see what the library is like and the accommodation.

The witness withdrew.

Adjourned till to-morrow at 10 a.m.

SECOND DAY,

Wednesday, November 13th, 1907.

At the Library Hall, The University College of North Wales, Bangor.

PRESENT:

SIR THOMAS RALEIGH, K.C.S.I., D.C.L. (*Chairman*), presiding.

Sir JOHN RHYS, M.A., D.Litt.
Mr. F. G. OGILVIE, C.B.
Professor W. S. MCCORMICK, LL.D.
Mr. G. L. BARSTOW (*Secretary*).

Sir HENRY R. REICHEL, M.A., LL.D., late Fellow of Jesus College, and late Fellow of All Souls' College, Oxford, Principal of the University College of North Wales, called in and examined.

104. (*Chairman.*) I thought, Principal, that we might take the points of your statement separately, that is to say, you should state what you wish us to know under each head, and then make a pause so that the members of the Committee may ask you any questions that occur to them?—Yes. Wou.d it be convenient if I began with the point relating to the University?

105. Yes?—The standard of the degrees and the courses?

106. Yes?—The question has, I think, sometimes been raised, as the Welsh University turns out a comparatively large number of graduates, whether the standard of its degrees is up to the standard of the degrees of other provincial Universities. With regard to this, I should like to point to one feature of our degree scheme of study on the Arts side, which I think is peculiar to us—viz., the Special course, or third year's course in a subject. When we originally constructed our courses, we had in mind the London degree course, which at that time was a two years' course from matriculation, an intermediate and a final course, each of one year's duration, and in constructing our own scheme, we based it on a three years' course from matriculation: in each subject there was to be an intermediate, an ordinary, and a special stage—or first year, second year, and third year. The name ordinary was chosen as indicating what was present in our minds, namely, that for a pass degree, the extent of syllabus covered, and the standard required for the final degree examination of the London University, would be that of our second year, or Ordinary course, and our Special course would be something on the top of this, carrying on the study for a further year. In our scheme of study on the Arts side, every student is required to take at least one Special course, that is to say, he must take one subject and study it right through up to the end of the third year. He may, of course, take two, if he likes, or even three, but one he must take. I am not sure whether this comparison holds good for all the other provincial Universities, but several of my colleagues who have acted as external examiners in them, tell me that, in regard to the provincial Universities they have thus come in contact with, our Special course is higher in any particular subject than their final course. Then, as to the examination. The examination in each subject is independent of that in any other as in the old Scottish University system, in contrast to the London system, under which we formerly worked, where the candidate passed in each subject or failed altogether. We adopted this system on the ground that it ensured a higher standard of pass in each subject, no compensation being allowed, and also because it prevented students having to mark time in a number of subjects, going over the same ground in a number of subjects in which they were good, because they had failed in one. On the other hand, it may be regarded to a certain extent as a less severe test of the power of getting up subjects for a particular examination, as it does not necessitate the holding of such a mass of information in the head at the same time. Nevertheless, after fully weighing the advantages and disadvantages of the two systems, we were distinctly of opinion that the former outweighed the latter. As to our Honours course, that is really, as in the old London system, a natural development of the Pass course. It is not a wholly different scheme as in the old Universities, and I believe in the University of Manchester at present.

107. Might I ask you in passing as to the method of your examination; does the College conduct the examination?—No, the University.

108. The University conducts the examination?—The University conducts the examination. I was just coming to that point. Now, as to the standard of the examination. In each subject, there is an Examining Board which consists of one external examiner appointed by the University directly, and responsible to the University, and three internal examiners, one internal examiner from each of the constituent colleges which is presenting candidates in that subject. The external examiner is, therefore, in a minority on the Board, but he has an absolute veto on any candidate passing. That is in the Charter. And that veto we have always regarded as applying also, though there is a doubt whether it is prescribed by the Charter, to the class which the candidate is awarded in an Honours examination.

109. (*Professor McCormick.*) Before passing on there is just one point that occurs to me under your examination. You say that in each subject your examination is independent. Now, you have nothing in the nature of a block system, have you?—No; nothing at all.

110. You understand what I mean. If a man has not passed his examination, say, at the end of his first year, you permit him to go on to his second-year course, and make up by passing the first year's examination?—Only within certain limits.

111. Well, that is the point. It is a great difficulty with our Scottish system, as you know?—Our system is a little difficult to understand for one who is not familiar with it, on the Arts side, I mean; the Science side is quite simple. It is to a certain extent on the block system. The course is very close to that of London. On the Arts side a candidate makes up his degree scheme by taking nine courses, which extend over three years. These courses must be in not less than three departments of study, and in not more than five, and in one department at least the candidate must take three courses—that is, he must study right up to the Special course. Then supposing he takes honours in any subject, his honours course counts as two out of the nine. If he is taking honours in any one subject, he need, therefore, only take seven other courses.

112. (*Mr. Ogilvie.*) Including, possibly, two of the same subject?—Including, possibly, two of the same subject. It may mean three of the same subject. There are some departments in which the honours course comes on the top of the Ordinary or second year's course; but in some of the departments it comes on the top of the Special or third year's course, and here also it counts as two. In these cases, therefore, he takes five courses in that particular subject and four courses in other subjects.

113. (*Professor McCormick.*) Does it imply a fourth year?—Not by regulation, but practically; in most of the subjects it practically does. In some of the subjects it does not. But I think that in course of time there will be a stiffening up in this respect. That is certainly what I look forward to myself, that the Honours examination should involve four years' study except where students come to us from the secondary schools, qualified to miss the Intermediate year—not the Intermediate year, but the Intermediate course—and start on the Ordinary or second year's course at once. We have a regulation which allows candidates who satisfy us from their performance in the College entrance examination, or in the leaving certificate examination of the Central Welsh Board, which has an Honours Grade, that they are capable of doing the higher work, to start on the more advanced work in the Ordinary class at once.

114. (*Mr. Ogilvie.*) Supposing the student does so in such a case as, say, mathematics?—Yes.

115. He passes the Intermediate; he starts with the Ordinary; supposing he were to take Honours in mathematics, what is the normal and what the minimum number of courses he might then take in Mathematics?—For Mathematical Honours the proportion of Mathematics to other subjects is very large. He has to take both Pure and Applied Mathematics; he would have to take Pure Ordinary and Applied Ordinary, two courses; Pure Special and Applied Special, two more; and then on the top of these, Pure and Applied Honours; practically these are double courses.

116. And that would count as—how many of the nine?—It practically means that almost the whole of his time is given to Mathematics, because in the construction of schemes we recognise Pure and Applied Mathematics as two separate subjects.

117. He might count six courses—Pure Ordinary, Applied Ordinary, Pure Special, Applied Special, Pure Honours, Applied Honours; that comes to six. And then the Intermediate which he did not take: is that regarded as a course towards the nine?—Oh, no; it is not regarded as a course. He does not get off any University study, only he is allowed to do a higher course, instead of a lower one.

118. (*Professor McCormick.*) He does not get off a year?—He does not get off a year.

119. It does not save him a year?—No; it enables a man who would have had to take four years, to get over the comparatively elementary work, and thus possibly to complete his Honours course in three years.

120. (*Mr. Ogilvie.*) It would save him a year towards Honours; it would not save him a year towards Pass?—No.

121. Take this possible course. Six of his nine might be given to Mathematics, Pure and Applied, leaving three for other studies of University standard?—Yes.

122. Some of which, in fact, all of which, might be Intermediate courses?—They might be Intermediate courses.

123. The proper curriculum would be ——?—He must take Latin for one year. He must take one course of Latin; if he is good enough to start in the Latin Ordinary course, he would take that, but in most cases he would take the Latin Intermediate. Then there is another restriction which would not apply to him, because he has already satisfied it. A candidate must take one course in Philosophy or Mathematics as well as one course in Latin or Greek.

124. Which he would have taken in Mathematics in this case?—In this case.

125. A student of this type would almost certainly take Physics?—Well, he might or might not; he could if he liked. In our Arts scheme, a candidate can take one science subject for one year, one course in a science subject, that is, Intermediate Physics, Chemistry, or Botany as one of his nine courses.

126. Then he might take two courses in Physics, and one course in Latin, and six courses in Mathematics?—No, he could not take two courses in Physics; he could only take one on the Arts side. On the Science side it is different; but this is for B.A. degree.

127. Is there any limitation as to his taking anything else than Latin. Supposing he took science; supposing he took one course in physics, one in chemistry, one course in Latin?—He could not take two courses in science on the Arts side, not for the B.A. degree.

128. What would be a probable course for his nine?—We leave it largely to their own option. He might take English, or he might take a foreign language; he might take German or French.

129. (*Professor McCormick.*) Or Philosophy?—Or Philosophy.

130. (*Mr. Ogilvie.*) One course?—One course; he is bound to take that. He might take more, if he wished; but, still, an Honours student would probably not.

131. I want to get at the minimum. The minimum might be one course in Physics, and one course in a language other than Latin, being of an Intermediate standard?—Or higher standard, if he was capable of taking it.

132. But taking the minimum, the Intermediate standard?—Yes.

133. The Intermediate standard is within the reach of the good secondary schools at the moment?—Yes. Oh, yes; it is within the reach of the good secondary schools.

134. An Intermediate course in a language or in mathematics would not count for graduation unless he had passed in the relative subject in his preliminary examination, I suppose?—No; that is not the case.

135. (*Professor McCormick.*) Take German?—He may get a certificate from his College that although he has not taken German in his matriculation examination, nevertheless the College is satisfied, having examined him, that he is in a fit state to enter on the Intermediate stage.

136. That is equivalent?—That is equivalent.

137. But you do not admit a course of German. For instance, there is no doubt a number of your scientific students who wish to use your German lecturer here for the very elements which they had not in school. That would be taken at an elementary course?—We give that to help the student. That is entirely extra-University. Of course, I am now speaking only of the Arts degree. The Science degree is a much simpler thing.

138. (*Mr. Ogilvie.*) I quite understand; there are no such restrictions as to selection?—Well, they are much fewer. It is quite comparable with the London, in fact. Our Arts course is so different from the London, and constructed on such a different principle, that practically it is not possible for a student who studies for our B.A. degree to go in on the strength of that without further preparation for the London.

139. (*Professor McCormick.*) There are special books?—Candidates who are studying for our Science degree can do it fairly easily, and sometimes do. It does not occur often, but we have had some English students who have done it, and that has given us a measure of comparison of standards. As I have mentioned them here, I may as well state what these cases are and what light they throw on the Degree standard. In every case except one where a candidate from Bangor has sat for the Welsh and London Final B.Sc. examinations in the same year, he has taken the same class in the London examinations as he had previously gained in the Welsh. In one case a candidate got a first in Physics in Wales, and a second subsequently in London; but in four of five cases the class was the same.

140. (*Mr. Ogilvie.*) Of course, that would be as an external candidate in London?—Yes; that is as an external candidate. Then I think I have explained how the University examinations work, that they are independent, and that they are conducted by external and internal examiners, and that the external examiner has an absolute veto. I can speak with some particularity on this point, because for the last two years—and on a previous occasion also when I had two years of office—I have served as Vice-Chancellor of the University, and one of the duties of the Vice-Chancellor is to act as Chairman of each board of

examiners. I have always taken that duty as a serious one. I have not, as a rule, attended the first meeting of the Board of Examiners at which the papers are prepared, but I have always been present, except when prevented by illness or some other serious cause, at the second meeting in which the class lists are drawn up. I have thus had an opportunity of seeing how the results were arrived at, and have always made a point of questioning the external examiner as to the standard he had in his mind in marking. My custom has been to put this question to him: if he came from the old Universities or had examined in the old Universities—I am speaking now of the Honours examination—whether in marking candidates' papers, first, second or third, he had in his mind the same kind of standard he would observe in marking papers at Oxford or Cambridge or a different one, and I think in every case except one, the external examiner has told me that, though the syllabus was not the same—in most cases ours is a shorter syllabus, the course being much less specialised—he did observe the same standard in marking.

141. (*Chairman.*) In choosing external examiners do you generally take them from other Universities, or do you take them at all from the Colleges here?—Oh, entirely from outside.

141*a*. They must be outside?—They must be absolutely external to the Welsh Colleges—absolutely. I can furnish the Committee with a list of the external examiners. Professor Reid, of Cambridge, has been our Latin examiner these last two years.

142. (*Sir John Rhys.*) You might perhaps mention that the external examiner sets certain questions in the Arts?—Yes; I ought to mention that. The papers are drafted by the external examiner. He first communicates with the internal examiners, asking them for any suggestions, asking them how they have been carrying out their lecture work, and so on, and what part of the subject, if any, they have been laying special stress upon; and then having got their answers, he composes the draft papers and circulates them for the first meeting of the examiners, in which meeting these papers are discussed and their final form fixed. The object of the University was to insure two things: first that the teaching and examining should as far as possible go together, that the examination should be fairly on the lines of the teaching, so as to avoid the danger of cram, which comes in with purely external examinations; and, secondly, that there should be an external referee who should bring in light from outside, and also should preserve uniformity of standard between the three Colleges. That we regard as a most important function.

143. (*Chairman.*) And uniformity between yourselves and other Universities?—Yes. Uniformity also between ourselves and other Universities.

144. (*Sir John Rhys.*) You might add that he alone sets the texts?—Yes; he selects anything of that kind. The part that is taken by the internal examiner in setting the papers is rather one of criticism. He may think a question practically outside the curriculum or that it might be put in a better way, something of that kind.

145. (*Chairman.*) Then as to the internal examiner. Do you allow the professor to examine on the subject which he has been teaching to the candidates?—Oh, yes; in fact we insist upon this. That is our very object, to get the teaching and the examining to go together. The College appoints the internal examiner in each case; the University appoints the external examiner.

146. (*Professor McCormick.*) It is a detailed question; perhaps it should not be asked; but do you find any friction between the three teachers themselves? They would take different ways of lecturing and teaching their students in the different Colleges, and one examination paper might not suit the three equally?—It does not follow. You must remember that our system is really a federation of the three Colleges, and each College presents its own scheme of study to the University, which the University accepts, or accepts with modification, as the case may be, or refers it back. But the courses of study are not made by the University; they are made by the Colleges, and accepted by the University, and part of the business of the University is to see that the three schemes of study that are sent up are equivalent in value and difficulty. In point of fact, as these schemes of study are made by the Colleges in each case after the particular professor has consulted the two professors of the sister Colleges, they are, of course, largely on the same lines. There is sometimes, however, considerable divergence. This is provided for by alternative questions, which are labelled for the three Colleges.

147. I am thinking of my own subject of English. Certainly, unless there were some co-operation between the other two Colleges there could not be any common examination paper. We should be taking separate books; we should be going over separate periods of literature. There must be some co-operation betwen the three?—They have agreed in the main to choose the same period at the same time.

148. (*Mr. Ogilvie.*) I see. That shows in the examination papers that are given in the University calendar, the differentiation of paper?—There is a certain amount of differentiation, but it is not much. Returning to the question of the standard of the external examiner, on one occasion I had an answer from the external examiner in Greek. He was recommending two candidates for first classes. I said to him: "Would you think that on their papers, so far as quality was concerned, you could recommend them for first classes in Moderations"? He replied: "No, not quite, because their composition is hardly good enough." The Board immediately declined to put them in the first class; they were placed in the second. But in every other case the answer has been something of this kind: "I have kept in mind the standard on which I should mark papers at Oxford and Cambridge, though, of course, the amount of work done differs considerably. You have practically one year's work devoted entirely to the subject here, whereas at the old Universities there are at least two, possibly more; but the standard on which I mark is the same, the quality which I look for is the same." During my last two years of office, I have put that question to almost every external examiner, and I have substantially got that answer in each case.

149. Not much with regard to Celtic?—Naturally, not much. Then there is another point which must be borne in mind. Several of our internal examiners are external examiners of other Universities. For instance, I may mention Professor Phillips; he has examined for London and, I think, Cambridge. Dr. White has examined for Edinburgh, I think, certainly for Aberdeen. Dr. Spencer, our late professor in French, was Tripos Examiner at Cambridge for several years. Similarly with Professors Gray, Rhys Roberts and Lewis Jones.

150. Mr Jones is examiner at Glasgow now?—Yes; Mr. Jones is examiner at Glasgow now, and Dr. Orton has been just appointed at Cambridge in Chemistry. Well, talking with them, I find it their distinct opinion that in no case where they have examined in other provincial Universities is there a higher standard, either for Pass or Honours, than in our own, and that where there is passing by groups, the standard in individual subjects is necessarily lower, because compensation is allowed. With us the candidate must pass in each subject.

151. (*Professor McCormick.*) Do you mean, talking of groups, that you separate Latin and Greek in Honours?—I am speaking of other subjects: a man may have to pass in Latin, Greek, and Mathematics at the same time, or fail in all three. If he is very weak in Mathematics, the Greek examiner may say: "He did very good papers with me, I should be sorry to see him put back another year, and not go on to higher work," and then the Mathematical examiner would probably let him through. On our system this could not happen. If a man were below the mark in Mathematics, he would have to take that subject again.

152. I was rather thinking of Honours. Do you give Honours, say, in Latin?—Yes. We give them separately in Latin and Greek; a candidate may take honours in Latin and honours in Greek.

153. That is surely unusual?—It was, I think, the London system. It is the same in our science too, but

the man who takes Latin honours must take a certain amount of Greek; he must take so many courses in Greek, and *vice versâ*. We do not give Honours in Classics as a group. We can make it up, of course, by a candidate first going in for Latin Honours, and then for Greek Honours. A number of them do. Then as to the standard of our own work at this College. Our numbers are, of course, inferior to those of either of the other two Colleges. Aberystwyth was founded twelve years earlier than we were, and its numbers had grown considerably before we came into existence. Cardiff is in a very thickly populated district. Within a radius of 20 miles from the College there are probably more inhabitants than in the whole of North Wales. But, on the other hand, I think we can fairly say that the quality of our work is in no way inferior. A table is being prepared in the office showing the number of Honours, first and second class, which the College gained in the University examinations, as compared with the total number given in the University, the number of M.A. degrees, and the number of fellowships. I should here point out that our M.A. degree is for post-graduate work; it is not given as a matter of course by lapse of time, but on a scheme of work. A candidate who has only taken a pass B.A. must take an Honours examination in the subject in which he seeks the higher degree, and reach an Honours standard in it, and after that, he submits a dissertation. A candidate who took Honours in the B.A. only submits a dissertation. If this dissertation be approved, the candidate is recommended for the M.A. by the Board of Examiners. Thus the real M.A. work is the dissertation. The Examining Board is the one which deals with the ordinary B.A. candidates in the same Department.

154. Do you publish this dissertation, as in the case of a Ph.D. examination?—No; the candidate has to send in a copy which the University keeps permanently for reference to see what has been done before. Then as to fellowships. The University has awarded every year for the last ten years a fellowship for advanced work and research. Ten have been awarded altogether. They have gone almost equally to the three Colleges, which shows, I think, as our numbers are rather smaller than those of the other Colleges, that our standard is as good. The numbers are—Aberystwyth four, Bangor three, Cardiff three. The question of the candidate's College does not come into consideration in the award.

155. Competed for by examination?—Oh, no, not at all; they are not competed for by examination. You see, there are so many subjects in the University. Candidates send in their names, or they are suggested by the heads of the Departments in the Colleges, and then the question is referred to a Committee of the Senate, which considers their records, and reports (if possible arranging them in order of merit) which are likely to do good original work in their own subjects, and the award is made by the University Court on their recommendation.

156. Do you find much competition for these?—Yes, heavy competition.

157. I mean adequate competition, efficient competition?—Yes; thoroughly adequate. For instance, for the last two or three years we should have been very glad to have given three each year, but we had not the money. I am in great hopes that we shall in future be able to do this, because a will case, which I think the Chairman knows something about, has recently been decided in favour of this College, and this carries with it a large bequest to the University of £10,000 for scholarships, quite unfettered so far as I am aware, and applicable therefore to post-graduate scholarships—in other words, Fellowships. Difficulties of machinery make it well-nigh impossible to work a system of undergraduate scholarships administered by the University, so as to avoid duplication with those administered by the Colleges. It is, therefore, almost certain the University will apply them to post-graduate scholarships, and this will enable us, along with the money we have already raised, to give three fellowships every year of about £120 annual value, tenable for two years, and renewable for a third year.

158. (*Chairman.*) This bequest was limited by some restriction about belief in God, was it not?—That has been swept away by the Court of Appeal.

159. (*Sir John Rhys.*) I thought the University lost the case?—It was a rather remarkable bequest. A small chemist, a Welshman in Chester, who was interested in literary things, and lived very quietly all his life, had amassed a small fortune, something between £20,000 and £30,000. He left a will dividing the whole of his property between the North Wales College and the University of Wales for scholarships. Apart from £2,000 to the College building fund, £10,000 was to go to the College for scholarships, £10,000 to the University for scholarships; and, if there were any residue, it was to be divided equally between the College and the University, and to be applied, I believe, at their discretion. Unfortunately there was a reference to some restriction as to religious belief. This, however, was contained not in the will, but in a memorandum. The Court of first instance decided that the memorandum held good, and that the property went, therefore, to the nearest of kin, both the College and the University being precluded by their Charters from accepting any gift to which a religious test is attached. Subsequently the Court of Appeal unanimously ruled out the memorandum entirely on the ground of its date, which, in the opinion of the Court, prevented the application of the memorandum to the will altogether. It appears exceedingly unlikely that there will be any further appeal. If this decision stands, the money comes absolutely to the College and the University, with the sole restriction that in each case £10,000 is for scholarships. This should enormously strengthen the higher work of the University, and the higher work of the College too.

160. (*Professor McCormick.*) Might I just mention a point in connection with bursaries. In talking to the Registrar yesterday, I ascertained that out of the £710 spent by the College here in entrance scholarships, only £150 is from special endowment?—Yes.

161. And that the balance of £560 is really coming from your general College funds?—Yes.

162. That is a very serious drain?—It is a very serious drain. Of course, it must be remembered that the easiest object to get money for is scholarships. For instance, counting this last legacy, in the last five years bequests for scholarships have come in to the amount of £25,000, but in most cases unfortunately they are tied up with special conditions, *e.g.*, to persons from a particular district or town, to a boy from Llandudno, for instance, which is a small town of about 6,000 or 7,000 inhabitants; or again, the condition attached to this Eyton Williams gift; but now this Eyton Williams gift will, I think, take this charge entirely off the College, or, at all events, wipe out the deficit.

163. Take this charge?—It is £10,000. We reckon the deficit on our scholarships which falls upon the general fund as £350.

164. I made it out £560?—We have from the first contributed £200 out of our general fund to scholarships. We regarded this as a fairly legitimate charge, but anything above we hoped to transfer from the general fund in course of time. Even this charge of £200 we hope ultimately to be able to remove by means of further bequest.*

165. Yes, surely?—Because that is what donors are more likely to leave their money for than any other object. All we are concerned about is that they should not tie them up unduly with conditions, which often make them totally nugatory.

166. (*Mr. Ogilvie.*) Have the Colleges together taken any steps to warn solicitors of this peculiarly detrimental influence of restrictions in wills?—I do not think so, but I believe the warning we have had will lead to our taking some action of that kind.

167. And also as to the desirability of funds which people wish to devote to the promotion of the Univer-

* *Note by Sir H. Reichel.*—I find this is incorrect. The £200 in question is a charge not on the General Fund but on the Evan Thomas bequest of £47,000, which was left to the College in 1887. Thus when the Eyton Williams bequest becomes available, all the College Scholarships and Exhibitions will be maintained by private gift.

sity Colleges being given for general purposes, at least, as frequently as for scholarships?—The Committee may take it that this also will not be lost sight of.

168. That that knowledge is reaching the solicitors in Wales; that is my point?—I will make a note of it. We certainly intended to take some action in consequence; the suggestion is a valuable one; we might communicate with solicitors.

(*Professor McCormick.*) But, on the other hand, I might mention another objection to that course which is found, for instance, in Scotland, that the competitive system of scholarships does not work fairly for the students coming from outlying districts, and I know it is held in the schools and the Universities very strongly by many that we must have some substitute for this competitive system; that all the scholarships are being swept up by scholars whose parents have been able to afford their education in Edinburgh or Glasgow. There is something to be said for confining a certain proportion of the scholarships to certain districts, to be competed for by pupils who have had the same school advantages.

(*Mr. Ogilvie.*) The point I was putting was not scholarships as against scholarships, but scholarships as against general purposes.

169. (*Chairman.*) At this moment at Oxford, the tendency of some reformers is to revert to old institutions, and the local scholarships, formerly condemned, now find some defenders?—I did not mean to suggest that we were in favour here of abolishing local scholarships, but you must have a certain backbone of general scholarships in order to keep up the standard. I quite admit that there is a distinct value in local scholarships; I should be sorry to see them done away with, but there is no danger of that. The local feeling here is so strong, that the difficulty is to get any bequest which is not in some way or other tied up to a particular locality.

170. (*Professor McCormick.*) May I ask whether there is any co-operation between the three Colleges as to the proportion of their general funds which they spend in scholarships. One could imagine, for instance, that in their eagerness to attract pupils, one College might spend a good deal more out of the general funds than the other, and than was justifiable in proportion to their means?—I do not think there ever has been.

170*a*. For instance, you do not know what proportion the other two Colleges spend from their general funds. I do not refer to special endowments, but what proportion of their general funds they use in attracting students in this way?—No; I could not say.

171. (*Mr. Ogilvie.*) Still, on the scholarship question, have you anything to say as to the manner in which the County Councils give assistance towards the University Colleges, directly or indirectly, in the way of assisting students to attend, or by securing free places in respect of contributions?—I can tell you how it stands in North Wales. They have a system of what are called county exhibitions here, which are awarded to the best pupils in the intermediate schools on the Central Welsh Board examination. All the intermediate schools in Wales are organised, inspected and examined by the Central Welsh Board. It holds a general examination for two certificates—Junior and Senior. The Senior certificate is intended to take the place of the abiturienten-examen, which is recognised by the German Universities. We recognise it in the Welsh University in lieu of the Matriculation examination; I am not sure how far external Universities do. I understand that some recognise it in this way.

172. (*Professor McCormick.*) You have gone into that standard?—Yes.

173. Are you satisfied that it is at least equal to that preliminary examination?—Yes.

174. Do you not find it more satisfactory than a written examination. Presumably it takes into account a student's school career, and the opinion of his teacher?—I wish it did to a greater degree; but I am afraid it is too much on purely examinational lines. It is not a system I am entirely satisfied with—the Central Welsh Board examination.

175. You cannot make a better substitute for that preliminary examination which must necessarily be a written examination, not knowing the student?—That is the point; still in the modern languages the examination is partly oral.

176. Partly oral, but it does not give the training?—Yes, the school is expected to provide this.

177. Do you think more co-operation between the Welsh Central Board and yourselves would tend to dovetail the two systems more accurately together?—Well, I think it is more that the Welsh Central Board has almost by the force of circumstances been driven into a strictly examinational system. I am a good deal responsible for it myself: I was on the Executive Committee for some years, but have had to retire, being advised that I must knock off some of my work. You see, when we were organising the system originally the danger we had to face was this—Here are a number of schools: the parents want their boys to go on for different careers; one expects that his boy should be prepared for some local examination, another for some University examination in England, a third for the Law Preliminary, and so on; all different examinations, probably as many as five or six. We felt that our only hope of avoiding this and keeping these small and rather helpless schools from falling victims at the first start to this demand for different examinations, a demand which the head masters would not be able to resist, lay in organising a leaving examination system of our own, which would be accepted in lieu of these preliminary examinations; this was the governing idea, and in the main it has been carried out with great success. All the bodies in question now recognise the Welsh Board leaving certificate in lieu of their own preliminary examinations, and thus we have got rid of the danger of a multiplicity of examinations distracting and dividing the energies of the schools. But we have at the same time, I fear, in the process of perfecting our examinational machinery managed to put something like a strait-waistcoat on to the schools, and seriously shackled their educational activity. That is the question we have to solve now, how to release the schools from these shackles, while preserving a good standard of attainment.

178. In other words, you cannot solve it without the co-operation of England and Scotland; I mean we must come to an understanding about what is the proper standard of good secondary training?—Yes.

179. (*Mr. Ogilvie.*) But there is a difficulty, and also a facility that is special to Wales. I would like to know how the University Colleges stand in reference to it. You have done, as you say, all that could be done in the former circumstances. The circumstances have just changed. You have got now the Central Welsh Board as before; you have a special Welsh Department distributing Board of Education grants to the secondary schools, and responsible, as well as the Central Welsh Board, for inspection. What one wants to see and what I gather you wish to see is, that the leaving certificate should take cognisance of something more than a mere final examination test, that it should depend, in some measure, upon a proper valuated observation of the pupil's work during the school career?—I am afraid I have left an erroneous impression. Nobody can go in for this examination who is not presented by his school as having been a satisfactory pupil in it for several years, and having completed the course of study preparatory to the examination.

180. Yes; but the sense of responsibility with which a school forwards a pupil depends very largely upon the attitude of all parties to that responsibility?—Yes.

181. What I would like to know is: what is the attitude of the University Colleges to any action that might be taken with a view of consolidating the forces that bear upon the school authorities in this matter. There is the inspection and grant influence of the Board of Education; there is the inspection and leaving certificate work of the Central Welsh Board, and there is the matriculation relation of the University?—Yes.

182. Now, how far are the University Colleges likely to exert their pressure in the direction of making real the cognisance that is taken of the school work; I mean, of making the cognisance that is taken of the school work in this matter a real element. At the present the examination is the dominating element. The school gives its certificate really without thinking about it, I take it, and the candidates come up, and they are tested and valued purely by the examination work. Well, many people, if not all, agree that that ought to be only one small part of the truer valuation of the pupil's work up to the standard of leaving the secondary school. I would like to know what is the position of the University and the Colleges on that point?—I do not think the University has ever discussed the matter. I should certainly say that the tendency of opinion in the University is distinctly in the direction of something resembling what the Americans call "the accrediting system"; certainly I should like to see such a development myself, and so, I think, would many of my colleagues. In fact, I was talking the other day on this very point to Dr. R. D. Roberts, the Secretary of the London University, who is a member of the Welsh University Court, and to our Senior Deputy Chancellor, Sir Isambard Owen, and we thought it would be well to have "the accrediting system" discussed in the Court, in order to see whether and how far the University might be prepared to admit candidates from the schools on the certificate of the headmaster without a definite examination. But this would be rather a preliminary discussion to ventilate the subject.

183. Yes; but that is going rather further than I suggested?—Yes, it is; but it shows that many of us are feeling dissatisfied with the pure examinational test, and would like to see a considerable relaxation in that direction.

184. You might find comparatively few people willing to accept a pure and simple accrediting system, but you might find more prepared to accept a system of leaving certificates, which should involve the merits of the accrediting system without its disadvantages?—Yes; quite so. A system under which part of the credit given to the candidate for this certificate would be based on what he had actually done in the school before he came up for this examination at all.

185. Yes?—Oh, yes; I think that is quite true.

186. Of course, the essential point is, that if anything is to be done in that matter it will have to be done fairly early. You have got two systems which at present may be combined; if they are not combined early, the opportunity for combination will be lost?—You mean——

187. You have got the Welsh Department with its regulations, and its activity as a separate Department in the making at the moment?—Yes.

188. It has got its inspection staff, and all that sort of thing, and upon their work already depends a very considerable part of the income of the schools?—Yes.

189. If that is to be used as an essential part of the leaving certificate examination, now is the time to move in it?—Yes.

190. (*Sir John Rhys.*) I might mention that that is going to be discussed directly, I think, at a meeting this week at Shrewsbury?—Is that the Central Welsh Board meeting?

191. Yes?—I cannot be there myself, as I am going up to the Consultative Committee.

192. The approximation, the amalgamation, or whatever arrangement is going to be made, will, I hope, be effected soon?—I hope so.

193. (*Mr. Ogilvie.*) Yes. At any rate, the point is that you, speaking for the University College, recognise the advantage that would be gained by combining the security available through these various agencies?—Oh, undoubtedly; I do not think there is anybody in the three Colleges who does not.

(*Professor McCormick.*) It is of supreme importance.

194. (*Mr. Ogilvie.*) On that question of County Council grants that you spoke of, there were £1,860 reported last year coming to this College from Anglesea, Carnarvonshire, Denbighshire, Flintshire, and Montgomeryshire, from the five counties; how far are there any conditions as to free places affecting these contribution grants to the Agricultural Department?—Part of those grants are given in bursaries and exhibitions, which are virtually equivalent to free places. A portion of the money is ear-marked for this purpose. I ought to have explained to the Committee that none of those grants to our Agricutural Department go to the in-College section of the work, except in so far as a bursary which enables a student to attend in-College classes may be said to do so. But no part goes to the upkeep of the in-College Department. The residue, which forms the bulk of the grants, is expended on extension work, and experiments in the various counties—work carried out in the counties themselves.

195. And the scholarships?—Well, over and above the scholarships; the scholarships are tenable at the College here.

196. No part of the money is available for the general teaching expenditure?—No, none at all.

197. And the County Council give no grants to the general funds of the Colleges, to this College?—No, not to this College.

198. The support they give is support to candidates from their own counties?—That is so.

199. And they award those?—No; the Central Welsh Board does. The county exhibitions that I spoke of are given to scholars from the county schools for general excellence, and are awarded by the Central Welsh Board, or, rather, the Central Welsh Board sends each county authority the examination figures, and the authority makes the award on those figures; but the exhibitions to the Agricultural Department (they give exhibitions for the two years' diploma course), these are awarded by the College Senate. They also give exhibitions for the three months' short course. Young farmers and farm lads come up here. They are put through a three months' special course, of a non-University type, such as would be suitable to their needs. These are awarded by the county authorities themselves.

200. With the exception of the exhibitions you have just mentioned, all the awards at the expense of county councils are made to students as per county; whether through the Central Welsh Board's figures or otherwise, they are restricted within the area of the county?—That is so.

201. So far as the quality of the candidates goes, that is ruled by the conditions within the county?—Yes. I ought here to state that in one of the Northern counties, Denbighshire I think, they have got over the difficulty of competition between the schools—of one school being better equipped than another, and so on—by a rotation of scholarships, under which a certain proportion of scholarships is assigned to each of the schools in the county. This has not been done here, in our own county, so that on one occasion out of five £20 exhibitions open to the nine schools in the county, one school got no less than three—the girls' school in Bangor. That was, no doubt, very creditable to the school; but whether it is a good thing, from an educational point of view, for the county generally, I very much doubt.

202. (*Professor McCormick.*) May I ask if in this list of first scholarships here, these scholarships you are talking of are included; I suppose not; not the non-University ones?—No; county exhibitioners are not included here; of the county exhibitions we have no direct knowledge; we do not award them ourselves.

203. I thought you chose the county candidates?—No; only for the agricultural exhibitions.

204. Then this does not represent the whole amount of the help that is given to your students, in coming to the College?—Oh, no. You must remember this: the holder of a £20 county exhibition is not obliged to enter this College; he may go to Aberystwyth, or Oxford, or Cambridge or Manchester, or some other place of higher education.

205. Still, it is in your calendar?—Whereas these agricultural scholarships are awarded to be held at this College.

206. In other words, these are moneys that enter into your College accounts; it is limited to that?—Yes; that is so.

207. That is the reason for their selection?—The others do not.

208. The others do not; that is the point; but in estimating the financial help given to your students, that is only a portion of it?—That is only a portion of it. I was going to deal with that point later on, viz., the financial help given to the students. I put in a list here which I have had compiled showing the number of first and second-class honours which have been taken in the various departments in this College, as compared with the total number in the University, and the number of M.A.'s, and the number of D.Sc.'s. The fellowships I have given already. The first column gives the number of first and second-class Honours gained by Bangor students. The third column gives the total number of first and second-class Honours given by the University. The second column gives the number of M.A.'s gained by Bangor students, and the fourth column the total number of M.A.'s given by the University. I should explain that I have not included third-class Honours, because we have always at Bangor gone on the principle that, if we do not think that a candidate is good enough to work for second-class Honours, he ought to restrict himself to a pass. He will probably do better work in this way. There is a danger of weak students trying to get off easier by just scraping into a third. It is not unknown, I think, at the older Universities.

(*Chairman.*) Greek and Welsh are the favourite subjects here; then in the second rank English History and Philosophy. Welsh is rather above Greek.

209. (*Professor McCormick.*) Both the Greek and the English are for the Church?—Greek, yes; we have a considerable number of theological students.

210. Going on to Theology; of course, there is no theology here?—There are theological students. While they are with us they take their secular work, and then go on to their Theology afterwards.

211. Do you find they include Hebrew; do they take Hebrew in their B.A. course?—Most of them do.

212. So as to clear some of it?—They want to take some of it. I am not quite sure myself that it is the best thing.

213. No; it has fallen through in Scotland?—But it is practically impossible to avoid it. I should prefer myself to see them devote their B.A. course to Classics, History, and Philosophy, reserving Hebrew for post-graduate study.

214. (*Chairman.*) They are rather the backbone of the Greek Department?—Yes, a good deal.

215. (*Mr. Ogilvie.*) Are you to refer to any other point as to how far the College authorities exercise any authority in advising students as to their courses?—Yes; I should like to say a word on that point. I had not put it down; but as it is a point on which the Committee would like to have an answer, I will deal with it. Under the regulations of the University, the College always has in its own hand a veto on the course of the student, because the student is not *vis-à-vis* of the University; he only approaches the University through the College, and his scheme has to be recommended to the University by the College. That scheme has to fall within the lines of the University regulations, but it is quite open to the College to make stricter regulations of its own. So far, we have been reluctant to exercise this power; we have rather been feeling our way, seeing how this system of "freedom of election" would work out. At the same time, the general tendency is to make the University regulations a little stiffer, to insist upon more conditions, *e.g.*, that if a man is studying such and such a subject, he must study such and such another. In recent years, if a man is taking honours in English, he must take one degree course in German along with it, and similarly, if he is taking honours in Hebrew, he must take one course in Syriac or Arabic. The same applies to a number of other cases.

216. (*Professor McCormick.*) That really approaches to our Scottish system, that a man cannot take honours in one subject?—By itself he cannot.

217. He must take a group?—He can take honours in one subject, without taking honours in any other subject. But the fact that he is taking honours in one subject, obliges him, in almost every case, I think, to take some other subject.

218. (*Mr. Ogilvie.*) Do you find it has generally worked out to throw the students in certain very fairly well-marked paths?—Yes, I think so.

219. And where a man puts in what appears to be an eccentric course, would you think it necessary to see him, and find out what is his reason for it?—I should like to see him, and question him about it, so as to see if he had any good reason at bottom, or if it was merely guess work. If it was merely that those subjects had caught his fancy, one would try and influence him to make another selection. But we always see the new students on entrance. The Deans of the two Faculties, Arts and Science, discuss their courses with them before they are finally registered, and in any case where a Dean thinks the proposed course *outré* or undesirable, it comes on to me.

220. And that is done systematically?—Yes, systematically.

221. (*Chairman.*) I know a College (not in Wales) where a lady was taking Hebrew and electricity?—I do not think we get that kind of combination.

222. Are you passing now from the University?—Well, I have passed, you see, from the University to the standard of this College, except that it might be regarded as part of the University. If there were any further question about the University, probably it would be more convenient to take it now.

223. I only wanted to ask if there was anything you would like to put before us as to the constitution of the University. The question that is in my mind is: how does the administrative machine work? Does it work well and not at too great an expenditure of time and trouble?—Well, since our recent re-organisation it works very well. In previous years the work of the Vice-Chancellor was simply killing; I am afraid it had something to do with the early death of the Principal of Cardiff. But we have re-organised the University office. Instead of an ordinary registrar, we have now an Academic Registrar, who is also an admirable man of business. He was formerly Professor of Latin at Aberystwyth, and under him everything goes like clockwork. I was Vice-Chancellor for the last two years; and during those two years I found that the work of the Vice-Chancellor had become almost purely formal, except in the case of the second meetings of the Boards of Examiners. These involve about a fortnight of exceedingly stiff but, to my mind, very valuable work. The Vice-Chancellor is the only person who can be present at all the Boards of Examiners, and is, therefore, in a position to help to maintain a uniform standard, or, at all events, the same kind of way of looking at the work; a uniform standard on different subjects is hardly a possibility. There is no connecting link between the different Boards except the Vice-Chancellor. I have, therefore, always regarded it as of the greatest importance that the Vice-Chancellor should attend the second meeting of each Board in which the lists are drawn up.

224. The Senate has two meetings in the year, I think?—The Senate has two meetings in the year, and the Court has two meetings in the year. The independent heads of departments of the three Colleges are meeting together in joint session, form the Senate. Then there is an Executive Committee of the Senate to do drafting work, and make special reports, and so on, which meets about four or five times in the year. There is also a Standing Executive Committee of the University Court, which transacts most of the business. Now that we have re-organised, these bodies work with reasonable smoothness.

225. I suppose the railway difficulties are such that a meeting means the best part of a day going to it, and the best part of a day coming back?—Undoubtedly it does. I should be sorry to mislead the

Committee. I had in mind rather the strain upon the Vice-Chancellor, as Vice-Chancellor. Of course, he has, as Principal of the College, apart from the Vice-Chancellorship, a number of meetings to attend: two meetings of the Court, two meetings of the Senate, and four or five meetings of each of the Executive Committees every year. No doubt there is a considerable amount of machinery, but in comparison with what it used to be the work is now light, because it is admirably prepared. Nevertheless, it is impossible to deny that in a federal system, where the component units are such a distance from each other, the machinery necessarily drives heavily, and makes serious demands upon the strength of those who work it.

226. (*Chairman.*) That answers my question; and now we will go to your next point?—The next point as illustrating the work of the College is the subsequent careers of students. I have prepared here a rather interesting table, showing in a general way what becomes of them, and I have more detailed lists here, showing the posts which are held by particular persons. This is for the last twenty years; and there is, of course, a large number also not accounted for. Clergy and ministers 210, law 10, medicine 34. (We have no school of medicine here, but we are recognised by the Scottish Universities at least for the first year of the medical course. We always get a few students for this—four or five.)

227. (*Professor McCormick.*) This is not the University; this is the College?—Purely the College. Education—Professors, lecturers and teachers in Universities, University Colleges, and higher educational institutions including technical Colleges 58. This includes two of our own Professors, the Professors of Physics and Greek, one at Aberystwyth, the Professor of History, and two heads of Theological Colleges in connection with the University, whose students are working for the B.D. degree; head teachers and assistant teachers in secondary schools, 233; head teachers and assistant teachers in elementary schools, 483. (We have had for some years past a large Training Department.) Army officers, 3; chemists, analysts, etc., 8; architects, surveyors, and estate agents, 25; journalists, 3; trade and commerce, 16; agriculture, 179; engineering: electrical engineers, 35; mechanical engineers, 6; total, 41. This gives a total of 1,303, and the total number of students registered since the opening of the College (excluding those now in residence) is 2,075, which leaves 772 not accounted for. This may be explained partly by the fact that a certain number of occasional students come from time to time who take only a single course; partly by deaths; partly by marriages—when women who are in a profession marry, they leave it; and in a certain number of cases by failure to get information.

228. (*Sir John Rhys.*) Do you find at all that there is a certain number going back to their own neighbourhoods, where their families have lived and so on; say, the son of a fairly well-to-do farmer going back to his own neighbourhood and settling down there?—Settling down as a farmer? Yes; but those would be amongst the agricultural people. The best people coming to a technical school, like our Agricultural Department, will go out as teachers of the subject; they will become professors or lecturers on the subject elsewhere, the best of them will; these get a thorough scientific training. But there is a class beneath them who go straight back to the farm; they get a certain amount of scientific knowledge here, and very often they keep up a close connection with the College afterwards. We are in close touch with a number of old agricultural students on various farms in North Wales, who help us greatly in conducting experiments under the county councils in their different districts. Particulars might be got from Professor Winter in the Agricultural Department, and could be sent in if the Committee desired.

229. I think it very desirable that a number of the old members of the University should settle down in the country where they belong to?—Yes.

230. And I expect that that takes place more in Scotland?

231. (*Professor McCormick.*) The tendency of education is to drive them where their education is most beneficial?—Most valuable; yes.

232. I think education in an outlying county is rather a sad thing for the county; it depopulates it?—It does tend to depopulate it.

233. That is where the local education rate is very unfair; it should be an Imperial rate rather; they are paying to depopulate themselves?—Yes. Our Assistant Registrar has reminded me that amongst the women students the tendency is distinctly to settle at home. What happens is this: A large number of them come for training here, either elementary or secondary, and then perhaps after a few years' work they marry. They marry near their own homes, as a rule.

234. They do not all go to the towns?—Oh, no.

235. (*Professor McCormick.*) They are none the worse for the training?—No, they are none the worse for the training. One of our best students last year, for instance, who got the only first-class given in English, not this summer, but the summer before, married immediately afterwards a doctor in Anglesey, near her own place.

236. She could not have been a student in training?—No; she was not a student in training, she was an ordinary student who took an Honours Arts course, a very able student.

237. The Board of Education demand so many years' service in an elementary school from Training College students?—Yes; but that was a student who went home and married and settled down after doing excellent University work. This is the list; these are the names of students actually working in North Wales; there are ten headmasters of secondary schools in North Wales, and two directors of education in Wales. One is rather a distinguished young physicist, William Williams, of Swansea—he is Director of Education in Swansea; and the other is Director of Education in Denbighshire—John C. Davies, one of our first students. There are two Principals of agricultural institutions—the Midland Dairy Institute at Derby and the Harper Adams Agricultural College, at Newport, Salop. Assistant Director of Education for Derbyshire; headmasters and headmistresses of secondary schools. Assistant lecturers in University Colleges, technical colleges, and institutions of similar rank. The list contains also appointments abroad—rather interesting appointments most of them. I will hand this in for the inspection of the Committee. In dealing with these tables generally, I would point out in explanation of the large number of graduates in Arts, firstly, that we have to supply secular training for practically all the ministers in North Wales, making a small deduction for those who go to Colleges or Universities across the border; and, secondly, that we have to supply a very large number of secondary teachers for the intermediate schools. Till I wrote for the figures myself, three or four days ago, to the Central Welsh Board in Cardiff, I did not realise how great the wastage was, and what a large number of appointments were made every year. The number of appointments in the Welsh secondary schools of assistant teachers last year was 77 men and 99 women.

238. (*Mr. Ogilvie.*) First appointments?—No; I cannot say they are all first appointments. You have to deduct a certain proportion, but I think that if you reduce the total to about 120, or 110, you will get approximately the number of first appointments—new appointments, that is.

239. (*Professor McCormick.*) The necessary additions to the number of secondary school teachers in Wales?—Yes, the necessary additions; but, of course, there is a very large wastage, especially in the case of the women.

240. (*Sir John Rhys.*) Wastage is a hard term to apply?—Well, I mean they pass away from the schools. Suppose there are 120 to be supplied a year; these have practically to be supplied by the three Welsh Colleges, and we have to supply, viewing our numbers, about one-fourth of the whole—30 to 40.

241. (*Mr. Ogilvie.*) Men and women?—Men and women, yes.

242. (*Sir John Rhys.*) Of the 110, how many would be men, do you think?—You might take them in the same proportion; the proportion of the 176 is 77 men and 99 women.

243. Do you expect as many as 77 to be wanted every year, or is this something temporary?—Oh, no; this is the regular thing every year. I suppose there are about 110 to 120 fresh men and women wanted every year in secondary schools in Wales.

244. Secondary?—Those are only secondary.

245. The number of schools is not very large?—It is over 90.

246. How do you account for it, taking men alone. Of course, in the case of the ladies, so many of them marry and give up the profession; but how do you account for it in the case of the men?—Well, these 77 are not all first appointments; you will have to reduce to about 50 or 60; it would be about 50.

247. (*Mr. Ogilvie.*) You say this is not quite special, but is it not slightly above what might be expected to be the permanent demand because of the tendency in the last few years to diminish the number of pupils in a class. There has been rather a special increase in the proportion of teachers to pupils?—Well, I am not quite sure whether that has been the case in the last year under the Central Welsh Board. It may be; I have not been closely in touch with the Central Welsh Board for the last two years.

248. We have it that there are 340 male teachers, head teachers, and assistants in the secondary schools, and if we take of the 77, say, 60, as the fresh appointments, that would imply something like less than a six years' life?—Yes.

249. I mean to say such a demand is rather more than what might be regarded as normal?—You must remember that there is a great migration across the border into English schools. The salaries in the Welsh schools are low, and there is a considerable migration after they have got a few years' training in the Welsh schools to better paid posts in England.

250. You probably have had this matter under observation; I would like to have your opinion?—I am speaking very much at second hand.

251. Tell me this: it is a matter of opinion I am to ask you: I have heard it said that Welsh University graduates are by character more likely to become effective and efficient teachers than English owing to their national characteristics?—Well, I should say that is true. I think they are more likely to be interested in the work. I think the Welsh student is more disposed to regard teaching as a career he would like to adopt than the Englishman. The Englishman thinks of it rather as something to fall back upon, if he cannot get anything else.

252. Then you would regard the teacher as a possible and proper export from Wales?—Oh, yes. The Welshman is naturally much more of a student than the Englishman.

253. Do you think he is more sympathetic with pupils; I mean, understands more readily the difficulties that pupils meet with?—I think he is a more sympathetic person.

254–5. That was the point that was put to me; I have not myself sufficient experience to judge; I would like to have your opinion?—Yes.

256. (*Professor McCormick.*) Would he be handicapped a little by his language—by his accent probably—in getting a place as a teacher?—Oh, yes; I have no doubt he might.

257. Except in the bordering counties?—To a certain extent, but still they do get on wonderfully well in England; they get into a very large number of posts.

258. May I ask; probably it could be answered in a moment; but I do not quite understand; the Central Welsh Board has been mentioned?—Yes.

259. Then we know that within this last year the Education Department for Wales has been separated from the English Education Department?—Yes.

260. Now, what at present is really the difference, or is there any difference, between the work of the Central Welsh Board in this way; could they not be amalgamated?—Well, I should be very glad to know myself; it is very indefinite just at present.

261. It rather goes to sustain Mr. Ogilvie's point, that now is the time to amalgamate, and co-operate and get the different energies fused?—I am quite sure that is so.

262. (*Sir John Rhys.*) It is being discussed?—I think it is most important that that should be kept in view. Then the next point that I wanted to draw attention to was the character of the work—advanced work and research—done in the College. I propose to hand in certain tables which will indicate the work done.

263. But it would not be so much in point of number as quality; we want to understand the nature of it?—I want to point out the kind of policy which has been pursued by the College in the matter of research. In the first place, in all College appointments stress is laid upon capacity for research, and in the conditions of appointment of assistants there is a special clause, assuring them a certain amount of leisure for the prosecution of research. In making appointments, if it lies fairly close between two candidates, and one has done research and the other not, we should always make that the deciding point; we have done this over and over again.

264. (*Professor McCormick.*) *Ceteris paribus*?—Well, we are prepared to run a little risk. If one man has shown simply that he is a teacher, and has no interest in research, and the other man has had only slight experience as a teacher but has shown capacity for research, we should prefer the risk of taking the second on the ground that a man who has done research is apt to prove more inspiring in the long run. Then we also encourage the senior students to undertake research work, and several are now carrying on research in our laboratories. We have two or three also on the Arts side, one or two who are taking advanced work for their M.A. dissertations. Of course, on the Arts side you can hardly call it real research till you get beyond the M.A. stage. You can start research work on the Science side immediately after the initial degree.

265. If you call it independent inquiry?—Independent inquiry.

266. That is really what a student's research comes to?—It is more advanced on the Science side. The policy of encouraging advanced work and research is shown in the prizes and scholarships which have been established for this purpose; and though these have been given by private donors, they have been given always on the advice of the College, that is of the College staff.

267. (*Sir John Rhys.*) That is a certain number; certain special scholarships?—Yes. We have two prizes commemorating two of the original founders of the College—the R. A. Jones prize for mathematics; that is for the best student of mathematics in the College, and the condition of tenure is his continuing in College to do advanced work in mathematics. Then the Dean Edwards' prize, which is for the best student in College qualified to pursue higher work in any department. It may be either in Science or Arts; the capacity to do advanced work is the sole qualification. Both of these are tenable at the College alone. More recently Lady Osborne Morgan, the widow of another founder of the College, has established two studentships of the value of £45 a year, for two years, which are tenable either here or at any other place of learning approved by the Senate for advanced work and research. Finally, the other day a large legacy was left to the College by the late astronomer, Dr. Isaac Roberts, and the condition of the will was that £100 a year should be devoted to scholarships for Science tenable only at the College. Well, the College has made them post-graduate scholarships for research work.

268. (*Professor McCormick.*) I see one of them is given to one who is evidently not a graduate; at least, he has not finished: Morris Owen, tenable for one year with prospect of renewal?—He is a graduate; it is limited to graduates.

269. (*Chairman.*) He is a B.Sc.?—He is qualified for his B.Sc., but the degree day does not come on till the 23rd of this month.

270. (*Sir John Rhys.*) You have a scholarship of £60, I think; what is that for?—No; the Isaac Roberts' scholarships are £50; the Osborne Morgan scholarships are £45.

271. (*Professor McCormick.*) £43 10s. it is here?—The R. A. Jones is £17, and the Dean Edwards is £29.

272. (*Sir John Rhys.*) I was referring to the one held by Mr. Lloyd Jones, for instance; is not that £60?—No. Mr. Lloyd Jones was at Oxford. I think that is the Osborne Morgan. One of those Osborne Morgan students is now working for a post-graduate degree at Oxford, the B.Litt. in the Celtic section. Our policy is to increase this class of scholarship.

273. (*Professor McCormick.*) In talking of those you do not mention the value of the research fellowship belonging to the University?—I think it is a £120 for two years, renewable for a third year, if the funds permit, and the conditions are very much those of the 1851 exhibition scholarships, as far as Science is concerned, and something of the same kind on the Arts side.

274. Then you participate in these, but you have only one among the three of those 1851 exhibitions?—Yes, we get one in rotation.

275. You get one every three years?—Every three years we get one, and, of course, the students who win these are not eligible for the University fellowships because they are provided for already. I say then that it has been our deliberate policy to try and strengthen this advanced work, and to get more and more endowment for it.

276. Perhaps you know of the method that was adopted by the English University Colleges Committee, and the Treasury in the distribution of their money from the Treasury. I think they felt that those who manage the College and who have to look after it financially would naturally look to the more paying departments of the College—say, to pure teaching, and so on. so that we separated a part of the Treasury grant specially for research purposes, and it is applied for from year to year with a detailed and definite claim for certain researches which are either going on or are to be started as soon as they get the money?—Yes.

277. I suppose there would be the same difficulty with the management of the three University Colleges in Wales; the Court which has to finance would naturally fill up the teaching necessities first at the expense of research; or, at least, I know that that is the case in Scotland?—That, of course, is the tendency.

278. So that the separation——?—I do not think it would be a bad thing to make a little separation.

279. That is what I was leading to; we have found it so?—What we have done here will show that we have used our influence strongly in that direction, and with success; we have carried our Council with us.

280. In any case, no bad result would follow from a separation of that kind?—I think not at all. I think we should be quite prepared to accept that. I do not know if our Registrar dealt with the question of our fees, the comparative lowness of our fees.

281. (*Chairman.*) He said something about that, but I think we should like also to hear what you have to say about it?—The point will not take a moment; you can pull me up if I go over ground that he has traversed. When I first came into Wales, I found the fees were virtually fixed, Aberystwyth a few years before and Cardiff a year before having found it necessary to fix a composition fee of £10, charging on the Science side something extra for laboratories. We found ourselves obliged to adopt the same scale. We came quite new to the work, but experience, I think, has shown that on the whole it is not an unreasonable system. If you compare the English Colleges and the Welsh Colleges, you will see that in the main they draw from different classes. I speak under correction, but I should think it would be true to say that the bulk of the students in the big English Colleges, *e.g.*, Liverpool or Manchester, come from the middle and lower middle classes. Our strength on the other hand is drawn from the lower or working class, or from its upper section. Besides this the standard of living is altogether lower in Wales, and also the standard of expenditure. Sir John Rhys will bear me out in this. That is the first point. The second lies in the difference between urban and rural conditions. In the English Colleges students are in most cases living at home; they only have their fees to meet, and the absence of any professional return for the time being. Here in nine cases out of ten they are living away from home, owing to the population being scattered; they have not only to pay their fees and be earning nothing, but they have also to get their board and lodging away from home. The number of those who are getting assistance to pay their way through College has already, I think, been laid before you by the Registrar: they are 182 out of 320.

282. (*Professor McCormick.*) No, I do not think that we have got that; I think that that is important?—First of all, all the normal students are provided for: they total 116.

283. They get £35 and £30 according to sex?—£25 and £20 the Assistant Registrar says; he is probably correct.

284. Let me understand that. That means that the £10 fee is deducted, surely?—I think the £35 is arrived at in this way: the Board of Education makes a grant to the College for the Day Training Department of £10 and a grant of £25 to be paid to the student.

285. Out of which the student has to hand you £10 back for the course in Arts?—Yes.

286. That is £10 less than I thought?—It does not pay their way by any means. It is a good step towards it, but it does not cover their course entirely.

(*Assistant Registrar.*) There is a differentiation scale for students in hostels.

(*Witness.*) We have a hostel for women, but not for men. The number of normal students is 116, of county exhibitioners who get exhibitions from the counties on the examination of the Central Welsh Board 38. Then the theological students, who in every case have their fees paid by their denomination, number 28; that gives a total of 182.

287. That is for this session?—These are apart entirely from our own scholarships.

288. Quite so?—Of course, our own scholarships are not in every case additional; a county exhibitioner, for instance, may gain a college scholarship.

289. He may hold two things?—He may hold two things.

290. Would you not take that into account?—It is almost impossible to do so. We have considered the question several times, but have found the difficulties almost insuperable. The three Colleges have to act together in the matter. We have discussed it more than once, but have never come to any definite conclusion.

291. (*Mr. Ogilvie.*) Do you think that is not rather a matter that would be for the county councils to take into account. They are the people who are in a position to be acquainted with what are the personal or family circumstances; they, and not the College, give the maintenance assistance, and it is for them, and not for the College, to consider whether further assistance is necessary by scholarship?—Of course, there are cases where, if you put the highest award that a student could get, and one of these county exhibitions together, he gets rather more than is necessary to keep him, but these cases are rare. Our top scholarship is £40. Well, with care that will just about keep a student through the year. £50 would keep him comfortably, so that anybody who has £40 and wins £20 has £10 more than would keep him comfortably here; but I think that is almost the only case. I think that was one of the reasons that decided us not to take any action in the matter when we came

to work it out; the number of possible cases in which public money might be going to waste as pocket money was small, very small.

292. Can the county council know before they make their award what a student has gained?—The county council awards are made before the students come to us. Our scholarship examination is in September; the county council awards are made on the summer examination of the Central Welsh Board.

293. Have you never considered the inconvenience of having a scholarship award so late as September?—We have.

294. (*Professor McCormick.*) It is a great inconvenience in Scotland too?—We have considered the question, but the difficulties in the way of making a change are very great. We have discussed it on a formal motion, but came to the conclusion to do nothing.

295. If there was any communication taking place between you and the Education Department of Wales now with regard to a leaving certificate at the end of the school year, that would be the better time to co-operate with them for that purpose?—Yes.

296. And the student will know two months before hand if he is coming to the University, and what he is able to come with. We seem to be working towards that in Scotland?—Yes.

297. Then I may take it that there are about 25 scholarships of £10 or over; some small ones of £5 on your list besides?—Yes.

298. So, adding 25 to 182, we get 207 separate helps to students that may be held by 207 separate students?—Yes; that is so.

299. (*Mr. Ogilvie.*) Am I correct in taking it as your view on this question of fees and other assistance to students, roughly, that whatever the fee may be the present amount of assistance is no more than is required to enable the average student to obtain University advantages where he ought to have those advantages?—That is my opinion, certainly.

300. And that there is not a sufficiently considerable number of unaided students attending the College who would be able to pay more than £10 yearly to make it worth while to raise the fee?—I am inclined to think that is the case. I am not sure whether the fee might not be raised to something like £12, for instance, but any substantial rise like doubling it I consider totally out of the question.

301. And if it were raised to £12, the other £2 would in the case of those 182 students practically come out of the student's pocket; it would be a diminution of their maintenance allowance?—Yes, it would be a diminution.

302. (*Prof. McCormick.*) We got from the Registrar yesterday that the average fee over all, including the laboratory fees for three terms, was £11 10s.—That, of course, is excluding the registration fee.

303. Yes; and then the registration fee of one guinea?—Yes, I think that is correct.

304. So it comes to £12 11s.?—Yes.

305. Under £13 the total average?—Yes; just under £13.

306. There is £2 also for matriculation at the University, but that is only once in his career?—There is the fee for University examinations, 10s. for each examination.

307. Graduation examination?—Yes.

308. (*Mr. Ogilvie.*) The University fees for examination will be four 10s. in the year; it is 10s. for each subject?—It has been raised; it is 15s. now.

309. £6 or £7 for that?—Yes.

310. (*Prof. McCormick.*) And that includes his diploma, his registration as a graduate, or is there another guinea after that?—I do not think there is any special fee for that. I understood that the Committee would probably like to hear any views I might have formed as to the ways in which the College should develop.

311. (*Chairman.*) Yes, certainly.—Well, those have been already largely stated in print in the memorandum which has been sent up to the Treasury.

312. Yes, that we have.—Of course, the first and most urgent need is undoubtedly the increase of salaries, the salaries of the main Chairs, together with more assistants at better salaries. The one big lecturer system has the great merit of bringing a man of large knowledge and strong personality into *viva voce* contact with a large number of students, but with that merit goes this serious defect that in very large classes the individual does not get the direct individual training that he needs; this, so far as I can see, can only be secured by a very thorough system of assistants acting more or less tutorially. In Chicago University I found they were endeavouring to organise their lecture system on the basis that no lecture class should be larger than 30, in order to maintain real personal touch.

313. In certain subjects that is so, I think. In mathematics large classes are undesirable?—Yes.

314. But in such a thing as History for instance?—History and Philosophy.

315. I imagine you can talk to 300, if a man has the gift for it?—That is perfectly true. But it is not sufficient to talk to them, or else they become purely receptive; you must see that they work; they must write essays; they must give out as well as take in, and that can not be seen to by the man who is lecturing; it must be done by assistants, and you must have a good band of assistants to do it thoroughly. That is a very urgent need with us. On the Science side we find that the laboratories ensure that the student shall not be in a purely passive attitude. You want on the Arts side some system which will produce the same results. Well, it can only be done, so far as I can see, in language subjects by composition, and so forth, and in subjects like History and Philosophy by essay work.

316. (*Sir John Rhys.*) The language difficulty of a great many of the students also makes the supervision more necessary?—Yes, still more necessary. It would be difficult, I think, for members of the Committee to realise how entirely English is a foreign language to most of our students, and has been learned by them as a foreign language. What they have heard till they were half-grown up has been Welsh. The home language is Welsh in most cases, unless they come from a town, and even then it is so in many cases; but in the country districts of North Wales the home language is almost entirely Welsh, if you rule out a strip of the English border. This, of course, is rather an internal matter. Again we badly want a system of pensions. In fact, that is a most urgent need throughout the whole of Wales. I am looking forward within a few years now to seeing a good many of our secondary schools break down for want of a pension scheme. The work is hard, the stress is unremitting, and most of the schools are working at extreme pressure; and I can see, in the case of one or two of the best of our old students in good schools, how the pressure is telling on them. In a few years they will not be able to carry on efficiently, and the local bodies will be met by this formidable difficulty: "Are we to turn this man out to starve? His salary has not been such as to enable him to make provision for his old age. Or are we to allow the school to go on inefficiently?"

317. (*Prof. McCormick.*) Have you an age limit?—No, we have not. We have never really faced the question.

318. That is tied up with the pension system. You cannot have such a thing if you have not got a pension system?—Then we want to develop here a School of Mines, especially in connection with our quarries. Such a school would, in the first place, have an in-College course for picked students; and in the second would do a certain amount of out-College work in connection with the industry itself. It is often said "one central institution ought to be sufficient; pick out your students and send them up to that central institution." Well, a central institution, either in London, or for Wales at Cardiff—of course, they are certain to have a first-rate School of Mines at Cardiff—might

supply the in-College course, but I think only partially. There is the question of distance, though that is only a secondary difficulty. But here is a more real difficulty. If we had a school here we ought to specialise in the direction of quarrying. This suggestion was made to me by one of the leading mining engineers in this country the other day—Professor Louis, of Newcastle-on-Tyne. He is an external examiner of the University, and it was just after a meeting of the Board of Examiners last summer at Shrewsbury, when I was discussing the whole question with him, and asking him his opinion, that he said: "In these islands there is no School of Mines with special reference to quarrying; you would be supplying a real want if you established a School of Mines specialised in that direction." Such a school would have certain features of its own which do not exist elsewhere. Again experience shows that it is only a school planted in the district of the industry which affects the industry as a whole, which puts scientific life into the general body of workers apart from the two or three people who get a very high training. I believe this is the experience in mining districts in Germany. There the mining schools are actually in the neighbourhood of the mines.

319. (*Sir John Rhys.*) Have you put this in amongst the departments where you want additional grants?—We have put in two new Chairs. One of these would be Mining, and the other Geology.

320. (*Professor McCormick.*) That is the meaning of the two Chairs. I was wondering what these Chairs were?—We have no Geology here, although we have the most important geological district in the Kingdom.

321. (*Sir John Rhys.*) You consider that is highly desirable?—Highly; there is a very strong call for it.

322. (*Mr. Ogilvie.*) Have you considered at all the number of people who would likely require training annually in relation to mining, especially quarrying?—Well, I am afraid we have not. We took this question up originally in answer to a direct demand from the quarrying district of Festiniog. The managers and the workmen came as a deputation to the College at a meeting of the Court of Governors, and in consequence of this we entered into conference with the leading quarry employers and mine owners and managers in North Wales and representatives of the workmen. We held several conferences with them, and drew up a scheme. This involved an expenditure of something like £1,300 or £1,400 a year. We tried to get the county councils of North Wales to take it up as a joint scheme just as they already supported a joint scheme for agriculture. Well, we went round to get the support of the county councils, and were received in every case in a very friendly way, and I believe the plan would have been carried through on the spot, but for the passing of the Education Act of 1902. That Act at one blow entirely altered the finance of the county councils. I forget how much the rates went up in consequence of the new responsibilities thus thrown upon them, but the increase was serious. We felt that till the county councils had settled down under the new Act, and saw exactly where they were, it would be useless to press the scheme any further.

323. Did that scheme involve a very large portion of the £1,300 in any College work, as distinguished from extension work, and the extension of the work in your Agricultural Department?—It involved a certain measure of in-College work.

324. And in your discussions with those in connection with the industry, did you gather there was any considerable opening for men who had specially studied?—Yes. We should not have gone on with the thing at all unless we had satisfied ourselves that the demand was a real and effective demand. I said from the first: "It is no use our taking this up unless the thing is done properly, and we do not want to attempt it until we are quite satisfied that those who know the industry think it would effectively supply a real need."

325. Did you form any idea what number of positions there were in connection with the quarrying industry which ought to be filled by men who had given the first 22 years of their life to education?—Well, we got a certain number of figures; but, of course, we would not restrict ourselves to men taking purely University work. The number of these would naturally be very small, but there would be a number of others who would want certificates of a technical character. These would not be given a University training, but would go through technical courses qualifying for certificates which would be valuable to them in seeking posts.

326. I see; a sort of quarry manager's certificate?—Or foreman, something of that kind.

327. Which would not be higher in standard than the diploma of your Agricultural Department?—Much the same kind of thing.

328. Well, even of those, could you get at anything like the probable demand?—No; I cannot say we did. I am not quite sure; I will look up the papers. The thing has been in abeyance now for three or four years, and our attention during the last two or three years has been largely absorbed in the work of raising the new building fund, which started about the same time, so the scheme has a good deal slipped into the background, but I think I can get the figures.

329. I should like to see them. The point is, that people of the type of quarry owners, quarry men, managers and workmen, have very often the most indefinite idea as to how the relations through education, through the University, could benefit them?—We had evidence before us to show that some men actually went down to Cornwall to get training because they could not get it up here, and under the greatest difficulties, and that more would go if they could afford it.

330. I quite recognise that. The whole point of my inquiry is as to the number; as to how far it would justify the expenditure?—The Registrar will make a note, and get these figures; no doubt they can be got.

331. (*Professor McCormick.*) Then how far would such training, even if it could be instituted, come within the Treasury grant for University purposes to which we are limited; would it not really be more appropriate to a technical College, which comes within the scope of the Technological side of the Education Department? That is the difficulty?—That depends on the interpretation which the Committee puts upon University instruction. My idea has always been that the term University instruction should not necessarily be limited to instruction actually leading to a University degree; that it should cover all instruction of a standard which might justify its inclusion in a University degree course.

332. Could one put it in this way, that University instruction is instruction that is given to those who have completed a secondary education, who have got the Government guarantee or some certificate of having gone through the preliminary foundation?—Well, I think that would rule out a few, not many, of our students who come to us without having matriculated.

333. I was referring rather to the Mining Department that you are speaking of?—Quite so; yes. I think in a general way that would meet it. Then I would mention the Chair of Geology; we have had many demands for the subject, but though this is a peculiarly rich geological district, we have never been able to give instruction in it. Then, of course, with a School of Mines a Chair of Geology would be absolutely necessary. In addition to these Chairs we want to complete a Chair of Economics. We have recently had a small bequest for this purpose—£1,500, by a banker, Mr. George Rae, of Liverpool—the interest of which we at present use for lectures on banking in different parts of North Wales. We bring down a specialist on the subject from outside. Hitherto we have given extension lectures at Bangor on the subject, chiefly intended for bank managers and clerks, but this year we shall give the course at Wrexham. This endowment would form the nucleus of the salary not of a full professorial Chair but of an independent lectureship.

334. (*Sir John Rhys.*) Well, how much does it come to?—This £1,500 yields about £50 a year. Then there is another subject we have no provision for at present, and considering the qualities of our clientèle it is a very grave omission; we have no regular provision for music. As regards the existing Departments we certainly want to develop further our Agriculture and

Forestry. Before passing on to this, I should like to say that the matter of salaries has been rendered more difficult for us in recent years owing to the rise in salaries in the English Colleges. The fresh Treasury grants they have got have put us in a worse position than before. Formerly we used to be able to get assistants at £120 for a year or two. Now if we want to get really effective people we have to offer £150; and we find the same difficulty when we come to fill up Chairs.

335. (*Chairman.*) £150 will not keep them very long?—It will not keep them very long. Recently we have advertised at £120 without getting a single candidate whom we could appoint, and have had to re-advertise offering £150.

336. (*Professor McCormick.*) You do not want to keep them very long?—No; we do not want to keep an assistant beyond five years at the outside. The sooner they get off after three years the better.

337. (*Mr. Ogilvie.*) The £150 you think is necessary, but you think it should be sufficient?—To get them in the first instance.

338. But you think it would be sufficient?—I think it would be sufficient, yes; to keep them for a few years.

339. (*Sir John Rhys.*) At present?—Yes; to keep them for a few years. That is the figure we put down in our report to the Treasury. Our Agricultural Department is also greatly handicapped for want of money. I put it in this way; we have a farm for which we get a special grant from the Board of Agriculture of £200, but we have to pay £600 rent, and as we have no funds to fall back upon, the energies of the Professor, who is also the manager of the farm, are largely absorbed in maintaining financial equilibrium. I think I am correct in saying that it is the only educational farm in connection with a school of University rank in the United Kingdom which is expected to pay its way on a total subvention of £200.

340. (*Professor McCormick.*) But have they farms at other places?—Yes; they have a farm at Newcastle-on-Tyne, at Leeds, and at Reading, and they are just getting one now at Aberystwyth.

341. They have not got them in Scotland?—Have they not?

342. No.

(*Mr. Ogilvie.*) The West of Scotland.

343. (*Professor McCormick.*) The West of Scotland one is a dairy farm, but that is a special thing which is kept on that farm?—And also in connection with it in various parts of North Wales farm experiments are conducted, but still there is no money to play with, and therefore they have to be of a very limited kind. We ought to have much more expensive farm experiments there, and we ought also to be able to carry on research in the pure Science subjects bearing on Agriculture in the College Laboratories, *i.e.*, in chemistry, botany, and bacteriology.

344. Do you use these farms for this purpose? Do the other professors get access to them? Say, for biology, does the Professor of Biology use the farm at all?—He could do so if there was any opening.

345. If there was a research grant?—If there was a research grant. I ought to say that the Professor of Zoology has been making a certain number of experiments in connection with the farm.

346. It seems to be a place where there could be co-operation?—Oh, there is co-operation; the difficulty is purely financial. In America and Canada, where farm grants are really understood, the amounts which are spent on College farms are simply enormous. At Guelph, in Canada, which I visited, they were priding themselves on their economy. I asked how much they lost on their farm every year. They said only £2,700! that is, the State Legislature gave them £2,700 over and above the working expenses of the farm to run experiments.

347. (*Mr. Ogilvie.*) Of course, they are performing the function of distributors very largely?—Undoubtedly they are.

348. That covered the work of the Rothamstead type as well as the College farms?—Yes, they do; but they work their College farm very largely on the Rothamstead principle. Of course, in a new country more has to be done in the way of discovery than in an old country.

349. (*Professor McCormick.*) How far do you think that they would fall on such a grant as you are getting from the Treasury, or how far on the Agricultural Department?—This part belongs really to the Board of Agriculture rather than the Treasury. But the Board of Agriculture wants much more money from the Treasury in order to be able to make much larger agricultural grants. I suppose that is not our business here. In the Forestry Department we want further development, especially of extension work in connection with local bodies. We appointed our Forester two years ago on the recommendation of the Board of Agriculture, which gives a grant of £250. We have now raised his salary, as much as our funds allow, to £300, and we are giving him an independent position, making his subject no longer a mere auxiliary to agriculture but an independent subject. We hope this will lead to considerable development. As it is one of the two schools of Forestry which the Board of Agriculture is supporting in the United Kingdom, we want to make as much of it as we can. Provision for scholarships and advanced work I have already mentioned.

350. (*Chairman.*) You are making now a kind of list of subjects that require assistance. I should just like to ask whether there has been any suggestion of lectures in Law or whether there are enough?—No; we do not propose to develop in that direction.

351. You can get a grant of assistance from the Law Society, supposing there was any demand for it among the profession at Bangor?—I have never heard of any demand here, and one of the other Colleges has already started a Law School.

352. Yes; but for articled clerks who want something at their own door; they cannot go from here to Aberystwyth?—No.

353. I only ask for information. The question obviously is one which must first be considered by the profession?—Yes; quite so.

354. If they wanted it?—We have never had any indication that the thing was wanted, and our rule has always been not to take up any new development unless there was strong evidence that it would supply a real need. I think the Chairman suggested that he would like to hear any views I might have formed with regard to the University.

355. Yes; anything you would like to add?—I would just say very shortly——

356. (*Mr. Ogilvie.*) I have one question about the College. There are two documents here; I do not know quite which is the more recent?—That is the more recent (*indicating*). The other is a hasty estimate put down rather on the spur of the moment, without consultation with the other Colleges, showing the kind of extra grant that would be required to put the smallest of the three Colleges firmly on its legs.

357. And this one, under supplementary increase of salaries of senior assistant lecturers from £250 to £310; does that traverse the view that you express, that £150 would secure the sort of man that you wanted as an assistant as distinct from the man at the head of a department who is not a professor?—There may be one or two cases of very important departments where you want a senior assistant on rather a more permanent footing.

358. And you take the risk of keeping a man for life practically at that time because there is no advantage; if he were a first-class man he would go in any case?—Well, he would go.

359. If he were not a first-class man you might keep him for life; you would risk that?—There is, of course, that chance. That is in the supplementary list, is it not?

360. That is in the supplementary list. Well, in the general list, I only wanted to ask as to the two new Professors of Mining and Geology, whether you really consider it will be the best policy for the College to put what money could be obtained, or so large a part

of it, to the establishment of new departments in preference to strengthening the existing departments?—No; I do not think it would be wise.

361. That is why I rather pressed the point about the Geology?—I do not think it would be wise to make the establishment of new departments the first charge. My idea is that we should make the existing departments thoroughly strong and then establish the new departments if we had enough money over after that had been done. Our idea in placing that list before the Treasury was not to say, "We want all this money from you," but "this is what we would if the money were available, and it would be a thoroughly reasonable expenditure for providing University education in our district." It goes considerably beyond what we are asking the Treasury for, and shows, we submit, that what we are asking is not unreasonable; that we have been carefully into the question, and are asking well within the limits of what we need if we are to do our best work. That is the position.

362. (*Professor McCormick.*) And there is no suggestion of order of urgency in the order in which these are put?—No; I think not.

363. You have given us rather in your statement some indications?—We have classified them rather according to subject.

364. Yes; quite so?—The increase in present salaries to £500 is more urgent than the creation of new professorships.

365. Quite so?—This applies also to the heads of Departments who are not professors: the increase of their salaries is more urgent than the creation of new professorships.

366. I suppose you agree with the Librarian in regarding the increase of the library grant as the most essential point of all?—Yes. The figure in the joint statement of needs is a compromise. The three Colleges came to a compromise of £30 per Department. As a matter of fact, I never myself regarded that as sufficient. In my separate calculation I put down £50 for every Department.

367. Departments vary very considerably in their needs?—Yes.

368. (*Sir John Rhys.*) It struck me as too limited?—Yes. Perhaps, as this matter has been raised, and as we have dealt a good deal with the question of advanced work and research, I may point out what I have already mentioned in conversation, that in our new buildings the library has been so designed as to form a series of seminarium libraries partially shut off from each other. Passing now to the University and taking the Arts side, it must be remembered that our Degree scheme of Arts was very much our own invention. I think it was really the scheme of Principal Viriamu Jones, of Cardiff, and we have been feeling our way and seeing how it worked and in what directions it needed modification, where greater restriction was required, and so on. We have been gradually restricting what Americans call this "freedom of election." I should, however, like to see still more attention paid to the subjects which provide mental gymnastic as opposed to mere information. This applies to mathematics and philosophy more especially. I think we are moving in that direction. In guiding the courses of our own students in this College we endeavour to bear this in mind as far as possible. Then in developing honours I should like to see three full years required for honours after the intermediate stage was over, so that if a student came here not having completed the intermediate stage, his whole degree course for honours would cover four years; honours would involve four years' residence and four years' work.

369. (*Chairman.*) Would you allow them to pass the intermediate when they come. They do at Birmingham now?—Well, I am inclined to think that I should. Perhaps I would not put it in that way, but rather that we should admit them—if we find them sufficiently advanced—to what we call the Ordinary course, that is, the second year's course.

370. (*Sir John Rhys.*) At once?—We have a regulation in the University that a student may—in two subjects, but not more than two—upon the special recommendation of his College be allowed to enter immediately on the Ordinary course, instead of the Intermediate course. That does not lessen the number of courses that he has to take for his degree; it merely enables him to substitute higher for lower work.

371. (*Professor McCormick.*) Do you look forward to the time when the Intermediate might probably be your matriculation?—The secondary schools have developed in connection with the Central Welsh Board of Education an Honours examination in the main subjects. Now we find that their Honours examination corresponds very fairly in difficulty to our Intermediate. In a good many subjects, at all events, it does. There are some subjects with which we are not quite satisfied, but in many subjects we would accept a candidate who could pass the School Honours Examination, especially as he would probably be in for our scholarship examination also, and we should thus be able to see what kind of a person he was. We should accept this and allow him to skip the Intermediate stage and start at once on the Ordinary stage. Once that had come about, it would mean three years if a candidate was of the School Honours type when he left school, three years for Honours in the College; if he was not, four years. That is on the Arts side. Then on the Science side the weak point in our system in my opinion is that specialisation begins too soon; but I am afraid that here we sin in common with all the provincial Universities. I should like to see some humanistic element introduced, say, an Intermediate year in Arts, before the student goes on to Science.

372. You could not guarantee that by the matriculation examination in schools?—Not unless they had passed in the higher standards in the humanistic subjects. But I do not know. There are some subjects specially suited for University lecturing, such as History, Philosophy, which have a different influence and value when studied in College and studied in school, in most schools, at all events. Philosophy, of course, cannot be done in the schools.

373. From the maturer age, of course?—Yes; the subject is approached in a different way. When we were first starting the University, Principal Viriamu Jones had the idea of having one Arts course in the Science degree scheme, preferably a language course. He instanced French or German. He said it would be very valuable to the student afterwards when he came to higher work. But the Science men would not have it. They said: "We want every minute of the time in order to work up to the necessary standard." Then there is another point. I think we have been a little inclined to lose sight of the proper co-ordination of subjects, *e.g.*, that Physics should come before Chemistry, and so on. Here again we find ourselves in the same case as most of the new Universities.

374. But you have the power of regulating it?—Well, the University has got into that way, and the tendency has been to allow each subject as much freedom for development as possible. All heads of departments tend to take that line. "I want to develop my subject; another man wants to develop his subject; why should we shackle him?" Therefore, the tendency always is to leave the candidate a freedom of choice in selecting subjects which is probably excessive. I am afraid that difficulty is not confined to us. These points are perhaps rather off the line of the inquiry; but I think the Chairman suggested to me, that if I had any ideas about improvements in the University, the Committee would be glad to hear them.

375. There is one question that I started yesterday, and that is in your statistics here; we discussed it, I think, with the Registrar; it was the age of the students entering?—Yes.

376. I am rather struck with that?—I think that is rather an important point. It is very striking—the high age. I put it very largely down to this, that the pupils enter so late into the secondary schools. There is not good co-ordination between our primary and our secondary schools. The primary master was there before the secondary school came into existence, and before the secondary teachers appeared, and he is apt to resent what he considers their intrusion into his domain, and to think that they look down upon him. He likes, too, to keep his best boys and his best girls as long as he can in the school, so as to make a good show in the yearly inspection, and thinks,

what is undoubtedly true, that their presence has a good influence in the school, and helps to keep up the standard of work; so his influence is often steadily used against allowing boys and girls to go on at an early age to the secondary schools. In most cases they do not get there till 13 or 14.

377. I do not think this is higher than elsewhere—the average age of entrance; 18, say?—With us it is really past 19.

378. Well, we did not get that from the Rigistrar, because, unfortunately, the statement in your second page does not give it; but he promised to get it for us. Oh, you have got it now; we want the average age of entrance?—These are the students who entered this session: 17 years of age, 3; 18, 28; 19, 36; 20, 11; 21, 3; 22, 3; 23, 3; 24, 1; 26, 1; making a total of 89. The first figure in each case gives the age of students, and the second figure the number of those taking degree courses. Then there are those taking the short course in Agriculture; some of these are considerably younger, and come to us very soon after leaving the primary school.

379. So the average age is 19?—Yes.

380. (*Mr. Ogilvie.*) That is the undergraduate students?—Yes.

381. (*Professor McCormick.*) Just as it is in Scotland?—I thought it was rather younger elsewhere.

382. Of course, formerly in Scotland, before our Commission, they were very young; our Scotch Universities were secondary schools?—Yes.

383. But it is just a question what should be included in secondary education up to 19, and whether perhaps the broad basis of culture should not be considered to be well founded when one comes to the University, and that would allow of the specialisation?—Yes.

384. After all, at 19, if you are still to learn a little about everything, when are you going to learn everything about something?—Quite true. We have a number of documents about the work done in the College and after by our students; we propose to send you a statement in writing later on.

385. (*Chairman.*) The Librarian is making out something about papers and so on?—Yes. These lists which I have here might be of interest—one from the Physics and the other from the Chemistry Department—showing the careers of old students. (*Papers put in.*)

The witness withdrew.

Mr. P. P. PENNANT, M.A., Treasurer of the Agricultural Education Committee, called in and examined.

386. (*Chairman.*) You wish to make a statement, I think, Mr. Pennant?—I am Treasurer of this Agricultural Fund, and at the same time I am not on the staff of the College. I am a sort of outsider, and perhaps I see a good deal of the outside work that those who are actually connected with the College are not able to see so well; I mix among the farmers a good deal, and so forth. Well, with regard to the outside work of the College, for instance, such as extension lectures and field experiments, I am certain that this Agricultural Department has done an immense deal of good among the farmers. I know parts of England, and I know that there the farmers are very difficult to get together to listen to anything from anybody who is supposed chiefly to rely upon book learning, as they think, for they think they have nothing to teach them; but it is not so here. Here the farmers will come and take a lively interest in what is said at the lectures, and you can see that, first of all, by the questions that at these lectures they ask, and also by what in conversation they have said to me. Well, by way of illustration, I may say, that in coming here this morning, on the railway platform, I met a farmer that I know, and I said: "I am going to Bangor; I have been asked to go there to give evidence as to what the Bangor University is doing among the farmers"; and he said: "Well, indeed, I have been to a great many of these lectures, and the best of it is that they put some idea into your head that you never would have got there at all unless you had heard the lecture, and then you get thinking about it." And while I myself have attended a good many of these lectures—I have taken the chair, I am afraid to say at how many—I can say from personal experience that this outside work is doing a very great deal among the farmers. Well, then, with regard to some of the field experiments, I think that the most satisfactory field experiments—those that have done the most good—are not those where the results are tabulated and issued as leaflets, but where we have got together the farmers on the spot; then treating the experiments as a sort of blackboard explained it to them, and I think forced the lesson home. I believe these are the most valuable of our field experiments, from the point of view of teaching the farmer, and they have done an enormous amount of good. Basic slag, for instance, is not a manure of very old date, but there is an immense deal of it used in my district, and I think that is due, to a very large extent, to our experiments, and inviting the farmers to come and giving them a lecture, and using this as a sort of blackboard on which we illustrate the lecture. Well, then, those are two points outside the College work. Then there is the short course, for which we bring here the sons of farmers—young men who are to take up farming—and they have a short course. I forget how many weeks it runs to—about 10 weeks, I believe. Well, I know some of those who have come here, and then they go home, and in a sort of mild way they become a sort of educational centre. They talk about it, and the effect of that is, that the enquiring minds among the farmers discuss those subjects, and think about them, and talk about them, and, to some extent, read about them. Well, then, we do not like to be confined to these; we want to get as many individuals as we can, but if there is a promising one we try to get him for a second course, because there is no doubt about it when they come for the first time the first thing they have got to do is to learn how to learn. A certain amount of the course is wasted in that, and they really begin their learning after they have learned how to learn. Then, the second time, if they come for a second ten weeks, it is all to the good. They have not to waste their time in learning how to learn. Of course, the number of scholarships for a short course depends on the amounts which the County Councils give us. In Flintshire and Denbighshire, for all these purposes that I am speaking of—this outside work—we meet before the season begins, and we see what money we have got, and we apportion it to the different subjects that we are dealing with. First of all, there is the dairy school which we keep going at Lleweni, which is for the whole of North Wales; but there the actual capital expenditure was entirely provided by Flintshire and Denbighshire, and they, of course, have the first chance there. Well, we have to set apart so much for that. Then we see how much our funds are, and we set so much apart for these short course systems, and then so much for field experiments, and so much for extension lectures, and I think that at first it was very easy to supply all the extension lectures that we were asked for, but now it is an extremely difficult thing. We have to sort them out and consider where there is the greatest opportunity of taking advantage of them, and so forth. The applications for these extension lectures, which have become extremely popular, are numerous, and it is really a difficult matter to settle where they shall be.

387. And who are your lecturers; are they your own students to any extent, or are they Board of Agriculture people?—Oh, they are our own people. At first there was a considerable difficulty, but now we have got students who come from the farming classes, and who are therefore infinitely better able to know

what is the kind of knowledge that a farmer wants, and they take certainly better than very much superior lecturers did at an earlier date.

388. And they have taken to lecturing as a profession?—They have. There is Mr. Hopkins Jones; he was a student at Aberystwyth. He is a very popular lecturer now, because he was a farmer's son and he farmed himself at one time, and he knows exactly the kind of knowledge that a farmer wants to know, and so we find that that knowledge—and it is very natural that it should be so—is very much more valued than a higher class of knowledge that you would get from a superior lecturer. He can lecture down to the level of ignorance, if I may say so, of his hearers, which is very difficult for a person who has not been in that class, and done that work. It is not very easy for them to do it in all cases; it is not so easy, at all events. Mr. Jones can hardly get out of it, unless he wants to show off his book learning, and he can hardly go wrong, because he has, as a farmer, looked at these things from the farmer's point of view, and I am bound to say that he is a most excellent lecturer from that very reason—that everything that he says is from the farmer's point of view.

389. (*Professor McCormick.*) You seem well supported by the County Council grants?—Yes.

390. I see you have got for the year to 31st March, 1906, £1,860?—We have generally a pretty hard fight for it, because, you see, the County Councils are divided. They represent agricultural districts, and mining or industrial districts, and the mining and industrial representatives think that lectures on mining and subjects of that sort will be a more advantageous expenditure of money. And the farmers, they do not; it is pearls before swine, to a certain extent. I always maintain that if the farmers are ignorant—but anxious to learn—there is all the more reason why you should instruct them; and now we give—I am speaking of Flintshire—£250, and we have in the past had a very hard fight to get it. But now I think they have come round, and in the last two or three years the vote is passed without any objection at all. I think that is a proof in itself that if we have convinced our neighbours, who wanted the money for another purpose, we must have been doing good work.

391. (*Mr. Ogilvie.*) What number of students, do you know, come to the short course annually?—Well, the actual number last session was 18.

392. Do you know that the County Councils give any assistance to students to attend the short course?—No.

393. They come at their own expense?—They only give these exhibitions, of which there are so many; that is all.

394. That is in addition to the amount which they give to the Agricultural Department for providing the instruction?—Oh, yes.

395. Then in the extension lectures, I see the number of lectures at one centre never exceeds four in the year?—No.

396. So that they are practically short course?—Oh, yes, they are.

397. Where there are four lectures, they would be four lectures on a connected series of subjects?—No; the probability is they would be all on one subject, or possibly three on one subject and then another subject, such as poultry, or something that would attract the cottagers, and a large number. Now, for instance, on Monday last it was the last lecture of three on food, and feeding stuffs for cattle and sheep, and so forth. And then next Monday we should have a lecture on poultry, which would be attractive not merely to farmers but the whole of the cottagers, and I rather encourage that, not to give it all to farmers. The subject of poultry in North Wales, particularly in the neighbourhood of the watering places, is taken up very much by even labourers' wives in small cottages, because they get a profitable market for it, and we encourage it as much as ever we can.

398. (*Professor McCormick.*) No fees are charged?—No fees for attendance. The hat is sent round just to pay the expenses of the lighting and cleaning and advertising, and so forth.

399. (*Mr. Ogilvie.*) Some of those single lectures, whether single lectures of a set of four or lectures quoted here as one lecture at one place and one at another, I suppose include the lectures given on the demonstration plots, or are they separate?—No; the lectures given on the demonstration plots would not come in there at all; it is merely a field experiment, and the lecturer looking after the field experiment. In the winter time there is a lecturer; in the summer time he is looking after, attending to the experiments, and he would give a lecture.

400. Which is not quoted in this?—No; those are something besides altogether.

401. Well, then, those field experiments; am I right in supposing that they are almost all, if not all, in the nature of a demonstration of the effect of one kind of manure, or one method of treatment and another method, and demonstrations of matter which have already been worked out in other places. It is not experiments in the sense that it is trying to find out something that has not been found out before, but rather to show what is the result?—Well, a little of both. Now, for instance, there is a basic slag experiment that we conducted, and to which we had one of these lecturers. We had 10 cwt. an acre, 5 cwt. an acre, and no manure. We had that so that you could see it for the first year, the second year, the third year, and see it all through at the same time; and then we gave a lecture on that.

402. I suppose before this experiment was made the lecturer had a pretty good idea what the result was going to be?—Oh, yes, yes. Oh, it was not for that purpose; it was entirely to illustrate it, and induce the farmers to use it.

403. A demonstration?—A demonstration, yes; and I am bound to say that these basic slag experiments, which we carried on for some years—they were close to me, so I know all about them—have had a good result. The tons and tons of basic slag that in consequence have been brought into the Vale of Cleed I should be sorry to say, but I should add that many of our experiments are strictly for research purposes.

404. Then are you satisfied, from an intimate knowledge of the accounts, that excellent value is being got out of the expenditure?—Oh, I think, certainly. I am quite sure that if we had more money to spend we could do more good, and that the money that has been expended we have had full value for. Because being short of money rather, we have always had to be most careful in our expenditure. For instance, in our dairy schools, I will undertake that our dairy school has been carried on at a very much less cost than any of those anywhere else almost, I should say.

405. The County Councils that contribute definitely gain by pooling their money and employing their College as a contractor to give this instruction?—Oh, yes, certainly.

406. Just one other question on that exhibitions and prizes expenditure. In the following statement there is £393; what exhibitions and prizes precisely does that include?—Well, I think the short course lectures will certainly come in in that; they are exhibitions.

407. Perhaps the Registrar would put in a statement showing how that is made up?—(*The Registrar.*) Yes. (*Mr. Pennant.*) I speak entirely of the outside work, because I do not know so much about the inside work, and the staff can give it so much better.

(*Chairman.*) We are much obliged to you.

The witness withdrew.

Adjourned till Friday next at Aberystwyth, at 10 a.m.

THIRD DAY.

Friday, 15th November, 1907,

At the University College, Aberystwyth.

PRESENT:

SIR THOMAS RALEIGH, K.C.S.I., D.C.L. (*Chairman*), presiding.

Sir JOHN RHYS, M.A., D.Litt.
Mr. F. G. OGILVIE, C.B.
Professor W. S. MCCORMICK, LL.D.
Dr. ALEXANDER HILL.
Mr. G. L. BARSTOW (*Secretary*).

Mr. T. F. ROBERTS, M.A., LL.D., the Principal, University College, Aberystwyth, called in and examined.

408. (*Chairman.*) Mr. Principal, you have kindly furnished us with an outline of the evidence you wish to give, and I propose, if you agree, that you should make your statement on each point, and then all the members of the Committee could ask for any explanations on that one point, and then go on to the next?—Very well.

409. (*Principal.*) The first part of my statement has reference to the work done by the College, as shown by statistics giving the number of students who have passed University examinations. There is first of all a table, showing the successes gained by former students of University College at Oxford and Cambridge, and other Universities. That includes the particulars from 1891 to 1906; and there is a table showing the degrees gained in London University within the same period; and the third table, degrees of the University of Wales gained by students from 1897, which was the first year of the working of the University, down to the present time. A further table gives the analyses of the graduates from the University of Wales, and the next table gives the number of students who passed degree examinations of the University of Wales in the various departments in the years 1903 to 1907. Each subject is shown separately, because the University issues separate pass lists for each subject. For instance, if you take the first subject, Greek, it is divided into four grades: intermediate, which represents one year's study after the matriculation standard; ordinary, which represents two years' study; and the special, which represents three years' study of that particular subject. These are the three grades of the Pass degree. Then, lastly, the Honours, which is, of course, the highest grade, represents more advanced studies which may have been carried on by the student from the beginning of his course. An Honours student would usually be one who, in the case of Greek and Latin and mathematics—certain subjects of that kind—would have studied the subject to a somewhat advanced point before entering the University; therefore the Honours candidates were considerably fewer. Although comparatively few, they are the most important type of student from the point of view of estimating the University work done by the College. Then the next table shows the number of students pursuing degree courses at the University of Wales in the various departments in the present session, 1907-8. These are distributed in the same way as in the last table between the various grades or courses in each department. For example, in Latin, which is a subject second on the list, there is an intermediate class of 133 students at the present time. That is to some extent divided between the three members of the staff of the Latin department, Professor Bensly and Mr. Brighouse, who is the senior lecturer, and Mr. Jenkins, who is the assistant lecturer. Then the ordinary grade, which represents the second year's study for Pass purposes of Latin. In that there are 62. In the special grade there are 16, and in the honours grade 21.

410. (*Dr. Hill.*) Might I ask the Principal if he would explain to us exactly the difference between the ordinary grade and the special grade. I think one has a general idea?—The ordinary grade means that the candidate has already studied the subject for one year. Before he can enter the ordinary, he must pass the intermediate examination, and then if he pursues the subject of Latin for a second year he enters the ordinary grade; that takes him one year. At the end of the second year he passes the ordinary examination in Latin, and if he desires to proceed further in the study of Latin he enters the special course, which is the third year's course in that particular subject of Latin, and carries the subject to a stage higher, and yet not an honours stage, but the highest stage of the pass stages of the subject.

411. (*Chairman.*) And I understand that a candidate who aims at honours can by possibility combine that with this special course, but it is more usual for him to take a fourth year?—Yes, a candidate may take honours in Latin, for instance, without taking the special at all; that is, he may proceed from the ordinary to the honours course.

412. Yes?—And he may take the honours if he is qualified at the end of his third year, but more usually in the case of Latin four years are taken.

413. Yes?—And then I might explain with regard to the honours further, that some students are allowed to enter in their first year upon the ordinary course by a special regulation, which applies to those who can present evidence of having pursued the subject of Latin to a somewhat advanced stage in school. Those would be the candidates who would take the honours course mainly, and some of those might take it at the end of three years, but in Latin even those I think would more frequently take it at the end of the fourth.

414. (*Dr. Hill.*) And how does the subject rank in the final examination? May a man take one or two special subjects in lieu of three or four ordinary subjects, or one special subject in place of some other work?—He is bound to take at least one special subject; he need not take more.

415. But he must take one?—He must take one. There must be one subject carried right through the three years' study; there may be more than one.

416. (*Professor McCormick.*) Take the ordinary student, who has passed through the intermediate and the ordinary; suppose he fails at the end of his second year to pass the ordinary graduation examination in Latin, what happens?—Then if he wants to pursue the subject he takes the subject over again.

417. Over again next year; not in the special course but in the ordinary?—He cannot go on to the special until he passes the ordinary examination. Of course, he is not bound necessarily to take a Latin ordinary. He may, if he finds that he is not equal to the ordinary examination in Latin, select some other subject; but if he wants to go on with Latin, he must go over the course again.

418. In other words, Latin is not an essential part of your degree?—No, it is not an obligatory subject, except in this sense, that every candidate for the B.A. degree must take a course in Greek or Latin.

419. Must take a course?—Yes, that is to say, he must study Greek or Latin for at least one year, as a condition to the B.A. degree.

420. But it need not form part of his graduation examination?—Yes, he must pass the examination as well.

421. So that the student who cannot pass his examination in Latin, seeing he must take either Latin or Greek, and possibly he knows no Greek, is really compelled again to take a second year in the ordinary course of Latin?—Well, I said that he was obliged to take a course in Greek or Latin; that may be an intermediate course, that is the first year's course. He is not bound to proceed to the second or ordinary course, but he must take an intermediate course at least.

422. You recognise the intermediate examination as a part of your graduation?—Yes, that is the first year of the degree course requiring, as a preliminary, that the candidate must have passed the matriculation examination before he can enter upon it. In the last column of this table showing the number of students pursuing degree courses, there are particulars given of more elementary courses in certain subjects. For example, the Greek, which is not taken up as largely as yet in the intermediate schools as it might be, having regard to its importance in Wales, has to be dealt with in the College; a considerable number of students have to start Greek in the College. The result is that you get an elementary grammar class of 9, advanced section 12. German is another subject of the same sort. We have a considerable number of students, whether for Arts studies or for Science studies, who require to know German, and have not commenced it in school; so you have a Science elementary German class of 11, and an Arts class of 23.

423. (*Mr. Ogilvie.*) I suppose the students who begin their Greek or their German in the College do not use that before they leave as part of their nine courses for graduation?—Well, it is possible that that student who commences Greek when he enters the College may take an intermediate course in it in the second year, for example, or in the third year.

424. And use that then as one of his courses?—And use that part of it, yes; for then he is equal to taking an intermediate grade in the University. Another table gives the number of students pursuing various courses in the agricultural department during the present session. This is given as evidence of the scope of the work done by the College, but I may point out that the highest grade of work here, which is of University standard, is comparatively small in point of number of students. For the degree course there are four students of the first year; a total of six students. The second grade, the diploma, however, means a three years' course, and is a tolerably advanced course of scientific instruction in agriculture, although it does not require a matriculation standard as a necessary preliminary.

425. (*Sir John Rhys.*) They proceed to take a degree naturally?—The degree of B.Sc. in the agricultural science group.

426. And if you had not got this agricultural department would you expect to have had those six?—No, we could not have had those. Our expectation is that the number pursuing the degree course in agriculture will increase year by year as the preliminary education in Science in the schools of various agricultural counties develops.

427. (*Dr. Hill.*) And it is the case, is it not, that they take the ordinary intermediate in Science?—Yes, they not only take the ordinary intermediate in Science, but they also take at least one final course of the same standard as the ordinary, the pure Science students do. So that it is a degree that implies a very high standard of scientific knowledge.

428. (*Professor McCormick.*) It extends over three years?—Yes, at least three years. The next table gives statistics of students, the number of students from 1891 to 1907, and in regard to that table I wish to point out particularly, out of the total number, the proportion who are taking complete degree courses. For example, the total number of regular students (444 for 1907-8) contains as many as 414 students who have matriculated before entry, and who are taking complete degree courses; so that it may be said that practically all the students in the College pursue full degree courses after matriculation; and if you compare that with the state of things some 15 or 20 years ago, it is rather instructive, because at that time about a quarter of the students had matriculated before entry possibly.

429. (*Sir John Rhys.*) Only that?—Yes, perhaps further back than that.

430. (*Chairman.*) That is 414 out of 444?—At present.

431. Now, who are the remaining 30 people who take a single class, and so on?—The remaining 30 would be students pursuing the diploma course in agriculture, for instance, of whom there are four, and the dairy diploma course in agriculture, which is a one year's course, attended by five students. That would account for nine of them. Then there are a certain number of matriculation students; the remainder would be made up in that way. And I may point out that the total number of 444 does not include the short course students, of whom there are 41 at present in College this term, pursuing the short course in agriculture.

432. (*Professor McCormick.*) May I ask what you mean by matriculation students. Is there not a regulation way by which a student may be regarded as having passed his matriculation examination, although he is lacking still in one subject?—There was a regulation up to this present year, by which a student might enter upon a course of study, having only completed four subjects of the matriculation examination, and his name was included in the list. There was a separate list of those who had matriculated in four subjects, but if a student was in that list he might have one subject lacking and he could proceed to the degree course. That rule, however, has come to an end, and from this year forward everyone must have passed the complete matriculation, except certain specially qualified students, in whose case the Colleges are obliged to present evidence of special attainments. Those are the only ones, and that privilege is safeguarded in such a way that it can only apply to very special cases, otherwise all students have now to pass all the examination before they can enter upon the degree course. Then, in addition to the tables that I have gone over, there are a number of statements which have been prepared by the heads of the various departments. These are submitted for the convenience of the Committee in the individual conferences that they may arrange with the heads of the several departments; but I may mention that they indicate the work in the nature of advanced study or research carried on by teachers or students in the various departments. Without any desire to over-emphasise this side of the past and present work of the College, these statements, I believe, tend to show that, having regard to the amount of teaching work devolving on them, to the under-staffing of many of the departments, and to the limited equipment, the professors and the lecturers have not been unmindful of this side of their function or of imbuing their advanced pupils with the spirit of enquiry. They also show the larger possibilities of work of this kind which now open out before the College, provided the necessary conditions are forthcoming. The suggested lines of advanced study, which are indicated by a good many of the heads of departments in their statements, are prompted by the bent and predilections of the individual teachers, and also by a consideration of the special opportunities of this kind afforded by the situation of the College and the part it seems called upon to take in the various fields of investigation that are now for the first time to be entered upon by the organised co-operation of teachers and students in Wales. There have been no opportunities, no institutions for carrying on this work in the past. The University and its Colleges are the institutions now available for entry upon this highest field of University study. Before these fields of investigation can be effectively occupied, the institutions established for the purpose must necessarily obtain a large alteration of the present conditions. There is a table showing the present stipends of the professors and the lecturers in this College.

433. (*Sir John Rhys.*) You mean the last table of this batch?—The last table. If I may call attention for a moment to that table, the year of appointment of each professor or lecturer is given, and you will see that those who have the highest stipends are in the main those whose appointment dates earliest. The salary at appointment is given, the present salary, and the grant under Lord Rendel's Benefaction Fund, that is a fund of £750 a year, which Lord Rendel has given now for eight years, I think, applied to the increased remuneration of the staff. The position would have been very far more serious than it has been, were it not for the aid of that fund, which Lord Rendel has promised to give during his lifetime, and to arrange to continue for five years after his lifetime. It is to that that the College is indebted for being able to make the provision that it has made, unsatisfactory though we recognise that to be. It appears to me that the stipend of a professor in a University institution of this kind ought not to be less than at least £400 a year; that the stipend of a senior lecturer or demonstrator should not be less than £250, and that of assistant lecturers and demonstrators should be not less than £150. Then for efficiency in the teaching, for the necessary subdivision of large classes, for the large amount of work that has to be done by way of correction of written papers and exercises, apart from any provision of leisure for advanced study, the staff requires considerable additions to its numbers. For example, in the Department of Latin, the service of one assistant lecturer is essential. The same thing is the case in Welsh; the same thing in history. I may mention, in regard to history, that within the present term Mr. David Davies, who will appear before the Committee this morning, has arranged to endow an Assistant Professorship in History. The College was obliged to appoint, even without any visible means of remunerating him, an assistant lecturer in history during the present session, and was arranging to do so during the present term. Mr. Davies, observing that, pressed forward more quickly than he otherwise would have done with a scheme for special University teaching in Colonial History that he had had in mind for some time. For the first year the new Assistant Professor now to be appointed will confine himself to assisting the Professor of History in the ordinary work, but next year and in subsequent years a scheme is to be developed by the Council, in consultation with Mr. Davies, for a special series of lectures—chiefly advanced lectures—in the history of the relations between the British Colonies and the Mother Country, and Mr. Davies anticipates that in five years the amount of work to be done under that special head will have increased so much as to take the whole time of the Assistant Professor; but in the meantime he will assist the Professor of History. That Assistant Professorship is to be permanently endowed by Mr. Davies. Then in the Department of Political Science a professor instead of a lecturer is necessary. The present lecturer receives £200 a year, including the contribution from the Rendel Fund, and it is suggested that a professorship should be established in that subject and further that an assistant lecturer in the Departments of Political Science and Philosophy jointly might be appointed. At any rate, in regard to the Department of French the whole time of one, if not two assistant lecturers is required. In German again, the whole time of an assistant lecturer, in mathematics a professor, or a senior lecturer in applied mathematics is necessary, in botany an assistant lecturer. Here again the Council are obliged to make an appointment even in the present term by reason of the increase in the number of students, and they are appointing a demonstrator in botany, at a stipend of £120, to commence work next term. At present the Departments of Geology and Zoology are combined under one professor. A lecturer in geology is necessary, or possibly an arrangement by which a lecturer in geography could undertake in addition to geography the work of assisting the Professor of Geology and Zoology. And I may mention further that in the Department of Zoology, in order to provide for the special work in fisheries investigation that we hope to undertake, an assistant lecturer with special knowledge of that field is desirable. Also an assistant lecturer in education is necessary. I mention these as cases in which there is immediate and urgent need of additions to the existing staff. In addition to these needs there is a large and extensive addition required to the Library of the College. I think the Committee will find, from an examination of these reports from the various departments, that that is among the most urgent of our requirements; and an inspection of the Scientific Departments will show in some departments a great lack of equipment for the more advanced side of the work.

434. (*Chairman.*) How do you provide for the administration of your Library?—At present we have a librarian, who is a former student and a graduate of the University, who receives £75 a year. Then there is a librarian in charge of the Welsh Library, which is this Library here, in which the Committee is sitting. He is a graduate of Oxford and an investigator in Welsh history. He receives £70 a year. He also acts at the present time as librarian of the special books of the Agricultural Department. I need not say that it is desirable that we should have, if possible, considerable additional provision for remunerating the staff of the Library.

435. Any subordinate assistants, or do these two do the whole work?—These two do the whole work at the present time.

436. How many volumes are there in your Library?—20,000 in the main Library, it is estimated.

437. That is not counting the Welsh?—Not counting these books at all. I may point out that the same thing applies exactly to the supervision of the Museum of the College. At the present time we are only able to give £25 a year to a member of the staff for supervision of the Museum, so that considerable provision would be desirable under that head. I am limiting myself to the absolutely essential requirements in my statement. There is at present but the scantiest provision again for studentships for post-graduate study. There is only the 1851 Exhibition Research Scholarship, and that is in the award of the College only once in three years. The Welsh Colleges have it between them, so that each gets the award of it once in three years. We have also the Keeling Research Scholarship of £40 per annum, and the temporary Sir Alfred Jones Fund, which we have had for some years and used to great advantage but which is now exhausted. Then, again, we have our share of the Fellowships of the University of Wales, but there is only one Fellowship awarded each year of the value of £120, which could be held for two, or in case of specially valuable work, for three years. That has been awarded nine times since the University commenced, and in four cases to students of this College.

438. You compete for them?—Yes. That is awarded to students of each College by a Special Committee appointed to do so. From this it appears essential that if advanced work is to be carried on by students here, a considerable number of advanced studentships of, say, £80 per annum, should be available for distribution among the various departments with a view to the supply of a body of post-graduate students for the active pursuit of research. There are some departments in particular in which the College may be expected to take a high position in the promotion of this side of University study by reason of its position, its past work and the conditions of the district, without meaning to single these out in the sense of saying that research can not be carried on in other departments, because I believe that every University teacher ought to be able to give some of his time to investigation in his subject, if possible, for the sake of his teaching if nothing else.

439. (*Sir John Rhys.*) Do you think that his teaching would be more likely to be more inspiring?—To be more inspiring; that even though the College might not expect to promote advanced study or research in that particular department on the part of the students, in the case of the teacher it is desirable, or even essential, that some leisure for that kind of work should be given and some work of that kind should be done by him. But there are some special departments in which work of this sort seems to come in the way of this College. For example, the Celtic languages and every special study connected with the language, the history, the social institutions of Wales. Again,

English and modern languages by reason of the very large number of students who have in those subjects studied in the College for a considerable number of years and the advanced point to which they have carried their studies in many cases having regard to the conditions. And also the Oriental languages, which I mentioned specially because of the presence here of a very distinguished scholar in these fields of study. Again, the history of England and Wales and Political Science in connection therewith. What I have stated with regard to the new endowment, I think, indicates that there is the chance of a Welsh Historical School arising in Aberystwyth, particularly in connection with the facilities for that sort of research which the National Library established here is likely to perform. And I may on this point mention although it has not a special bearing upon the question of research, that in close relation with the studies included in the Arts Departments, the College has for five years been engaged in promoting the study of Law for the first time in Wales. That study seems to us to take its place naturally alongside the Art studies such as history. This is a profession largely recruited from amongst the counties and districts in Wales which supply the College with its best students in the Arts Departments, and it affords a fresh avenue to a practical career in which a University training is a necessity, although the need in the case of the solicitor's profession is only beginning to be recognised. An additional ground for that opinion seems to be the growing extent to which public duties, the administrative work of the country in its various departments, is becoming the work of solicitors, work that demands a special training and a special width of outlook. This profession, therefore, is one which, in the opinion of the College, should be brought into the full advantages of University training by a three years' course for the B.A. or the LL.B. preparatory to articles. Then, proceeding to the Scientific Departments. That of chemistry is in a position of pre-eminence here by reason of the admirable laboratories, which the Committee will see, with which we have just been supplied, and by reason of the vital connection of this science with agricultural science which the College is obliged by the conditions and needs of this district to develop in all its branches. In addition to chemistry, investigation in other departments, such as botany, will in all probability be determined here largely in the future by the requirements of the Agricultural Department as a centre of investigation and expert guidance and information for a group of seven counties, mainly agricultural. Then in botany and zoology, marine biology is a special field which the situation of the College on the centre of a western coast line seems to invite it to cultivate. There are few Colleges in the country that are in so favourable a situation for this purpose, and it may expect to attract post-graduate students, provided it is enabled to carry out a project on which we have for some years been engaged, of establishing a Marine Biological Station. I have a paper here which we submitted at an interview some time ago to the President of the Board of Agriculture, Lord Carrington, that would explain to the Committee what had been done in that direction. I do not think that is among the papers handed in, Sir. I should just like to mention the ethnographical inquiry commenced by Messrs. Fleure and James, two of the members of the staff who are also former students of the College. as an example of an inquiry rendered possible by peculiarly interesting local conditions, and by the existence of an institution having as its special province the study of Welsh scientific problems, which are not likely to be undertaken with the same advantage elsewhere. That has been helped lately by a grant from the Royal Society, and is to be carried on.

440. (*Sir John Rhys.*) Is it the case of the anthropometrical work begun here?—Yes.

441. And those two gentlemen carry it out?—Yes; the Assistant Lecturer in Zoology and Geology, and the Junior Demonstrator in Chemistry, carry it out jointly.

442. (*Chairman.*) And archæologists wish to extend it, do they not—an inquiry of the same kind?—Yes, I believe there is a suggestion from the Philosophy Department of that kind. Then, lastly, the large department for the training of teachers, primary and secondary, has a special field of local problems before it as well as its part to take in the British and international investigations bearing on educational theory. I propose, in the next place, to make a reference to the residential arrangements. Those will be best understood by a visit to the Alexandra Hall of residence for women. I may mention that almost from the commencement of the women's side of the College we have enforced a rule that all women students not living with their parents or guardians in the town must reside in the hostel. The result is that we have been obliged to make provision for them, and the Alexandra Hall now contains about 200 women students.

443. In fact, all your women students?—Except those that live with their parents in the town, we require them to reside there.

444. Then how many have you in the men's hostel?—The men's hostel was commenced some three or four years ago upon a very small scale. We had to make a very small beginning, and there is only room for 12 students. It is quite full. They are chiefly normal students. It has been recognised by the Board of Education temporarily, but that recognition ceases at the end of this year, consequently we have been obliged to face the larger question of residential accommodation for men students, and we regard the question as one not merely for normal students, but for ordinary men students as well, it being a principle with us that both in the case of women and for men students, normal students should not live in a hostel by themselves, but should be given the advantage of co-residence with the ordinary students of the College; so that if we proceed with our idea of extending the residential accommodation for men students, in order to make the corporate University life more full of profit to the men students than it can be at present, we shall erect a hostel for ordinary and normal students together.

445. (*Dr. Hill.*) What proportion of the women students are normal students, of the 200?—I should think about 69 out of 217 altogether.

446. (*Chairman.*) And does your hostel system involve a charge upon the College, or is it upon its own basis?—The accounts are quite separate, but the Council of the College are the trustees of the Alexandra Hall. They meet in a separate capacity as trustees, but really the responsibility rests in that way upon them.

447. (*Dr. Hill.*) But there is a profit upon the hostel, I think?—There is a profit upon the hostel. Within the last two years there has been a large profit, which is applied in the reduction of the building fund. We expended some £30,000 upon the building, and some £20,000 still remains.

448. It is all applied to the purpose of the hostel; it does not come into the general funds of the College?—No, it does not help the College at all.

449. (*Professor McCormick.*) Have you any possibility otherwise of getting help for the building of a hostel?—For men students?

450. Yes?—I was going to mention with reference to that, that the question of extending facilities for the training of teachers has been occupying us for some time, and the Court of Governors passed a resolution upon that a year ago, which was communicated to the Cardiganshire local education authority, and that body in consequence called a conference of the educational authorities of the seven counties which are represented on the Court of Governors of this College. That conference met this term about three weeks ago. The representatives, which came from all these counties, except, I think, Radnorshire, agreed in principle to a scheme whereby the College should apply to the Board of Education for powers to admit 100 additional normal students, which would raise the number to 250; that these additional 100 normal students should be drawn from these seven counties, that is, the vacancies should be earmarked for these counties. The Government's contribution, under the rules of the Board of Education, would be 75 per cent. of the cost of hostel accommodation, but this 75 per

cent. would be paid by the Board of Education to the local authorities, who would be called upon jointly to contribute 25 per cent. of the cost. That contribution, supposing that it were £20,000, would be for the erection of the part of a hostel which would accommodate 50 men students; then the College would erect the remainder of the hostel, which would give accommodation for another 50 men students at its own charges, and in that way we would have a hostel for men students, being 50 normal students and 50 ordinary students, at the cost of £40,000. That is the scheme that we have at the present time, and I may say that it has been approved, so far as they are concerned, by the representatives of the county authorities of these seven counties.

451. (*Chairman.*) Then at present most of your men live in lodgings?—Yes.

452. The lodgings are approved by the College?—Yes.

453. And do you find it easy to get the proper kind of lodgings here?—There are very good lodgings available at a very cheap rate. The lodgings occupied by the visitors in the summer are available for the students in the winter, and we should therefore never propose to make residence in any hostel obligatory on the men students, but we are of opinion that we can provide hostel accommodation for them that will be practically as cheap as the lodging-house accommodation, and will be much more educative to them. That is our main object in thinking of this project. A very brief reference is all I wish to make to the corporate life of the students. There is a paper here showing the number of College Societies, first of all, those connected with the various departments, the students of those departments, and secondly, the general College Societies. The corporate life of the students is well organised, and I think, Mr. Chairman, if you have an opportunity of seeing the student President of the Representative Council, you would be able to obtain some impression as to the value of the work as an element in the life of the College.

454. You have good playing fields?—We have been badly off in that respect up to the present time, but about 12 months ago about 12 acres of land, called the Vicarage Field, which you will see when you go to see the chemical laboratories, which they adjoin, were purchased by Mr. David Davies, of Llandinam, and we have leased them from him at a rental of £150 per annum for the purpose of athletics, so that in that respect we shall have an excellent provision from this time forward. And we are hoping to build on the ground a gymnasium. We have a promise of £1,200 from an old student towards the erection of a gymnasium, which we propose to put on that ground.

455. (*Professor McCormick.*) The £150, however, comes from the general funds of the College?—No, not from the College funds.

456. I thought you would not be allowed to?—No, we have never given anything, I think, to the athletic funds, but it is proposed to make a very small grant.

457. But you said: "We are paying £150 of rent." Who is that?—By that I meant that the various Students' Societies themselves would have to pay that.

458. I see; not the College?—Not the College; with the exception of a small contribution that the College will give. The College in any case will not give more than £50 towards the athletics.

459. Surely £100 rent per year is a very large sum for Students' Societies to find?—Perhaps I might explain that it is to be partly obtained from other athletic bodies in the town to whom these grounds will be sublet. It is a very large piece of ground, and it is in that way that we hope to get the income together.

460. It is not costing them £150?—And also it is to be let to the Welsh National Agricultural Show in the summer; that will provide a certain amount of income.

461. (*Mr. Ogilvie.*) Who is responsible for the rent?—A committee of trustees consisting of members of the Council of the College in their individual capacity, and also the presidents of two or three of the Students' Societies. But it mainly consists of members of the Council who are acting as trustees in their individual capacity.

462. (*Sir John Rhys.*) What may you be paying net for it, after deducting all those things?—I should think that after making those deductions some £80 per annum would fall on the Students' Clubs to provide.

463. And perhaps less in future?—Possibly less in future. The last point to which I wish to make reference, as arising from the work done by the College of a University character, especially with reference to the counties, more especially associated with the College, is that the intellectual wealth of the agricultural areas in Wales is a factor of the highest importance in connection with the problem of University education in the country. I mean to say that to apply to Wales a principle that Government aid is to be given to University education in great centres of population would lead to an entire failure to meet the real necessities of the case. And that I may show first of all by reference to the movement for the establishment of the National Library of Wales. The College has, from the beginning, taken a considerable part in the development of the higher side of the national life of Wales, and this movement for instituting a National Library is one side of that movement. It originated in the College, and the nucleus of the Library itself, which is to be transferred to the trustees under the Royal Charter, is the Welsh Library of the College. I have here the case which was presented to the Committee of the Privy Council appointed to arbitrate between the various towns competing for selection as the home of the National Library. This is not a public document, but one prepared for the Committee of the Privy Council. I think the Committee will find it valuable as an indication of the view entertained by the areas in Wales, which I have specially in mind, as to their place and office in the life of the country of Wales at large.

464. (*Chairman.*) This was accepted by the Privy Council?—Yes, the Committee fixed Aberystwyth as the home for the National Library. Although a considerable part of the evidence will not be relevant to the objects of this Committee, yet I think a considerable part of the evidence will be found interesting from the point of view of your Inquiry.

465. At what stage is this undertaking, the National Library; is it in existence?—The Royal Charter has been granted, the first meeting of the Governing Body under the Charter has been held, and the Governing Body is now engaged in drafting its statutes, preliminary to the first meeting of the Council, which is its executive, and I expect that that will meet within the next few months and will proceed to the first step, which will be the erection of the Library building. For that purpose a site is already given, and a fund of £20,000, which was raised by the promoters of the movement and very largely by members of the Governing Body of this College, is ready also; so that I expect that in a year or thereabouts the foundation stone of the new building will be laid. The various collections of books there mentioned will be placed in the Library as soon as the building is ready.

466. (*Professor McCormick.*) Has any support otherwise been received. You say £20,000 has been got locally, have you any County Council support or Government support?—The £20,000 is towards the building. There is no local support from the various local county authorities, and the reasons for that are stated in this document, and I think they are interesting from your point of view as indicating the conditions, as indicating the limited means of the local authorities within these areas, so that the maintenance of the National Library will have to come, at any rate to a large extent, from the State.

467. From the Treasury?—From the Treasury, under the same category as the Museum Grants to the British Museum and corresponding grants in Scotland and Ireland.

468. You have no definite assurances yet; I mean no definite sum promised?—No definite sum has been fixed; no decision on that subject has been announced excepting so far as it may be inferred that something will be done from the fact that the Royal Charters

for both institutions—Museum and Library—have been granted. The same point, namely, the intellectual wealth of the agricultural counties of Wales, may be gathered in a striking way, I think, from the Honours Certificates of the Central Welsh Board. The Central Welsh Board is the authority for intermediate education in Wales, and I have here the Report for this year. I think the Committee may find it useful in relation to the question of University education to consider these Reports or to look into them, or possibly to ask for some special evidence with regard to the working of the system of intermediate education. The Chairman of the Board, Professor Anwyl, is to-day in Shrewsbury, attending the Annual Meeting of the Board, but he will be here to-morrow, and any information that the Committee may desire with regard to this remarkable system of secondary education can be obtained from him.

469. (*Chairman.*) Yes. How long is it since this Central Board was instituted?—Some 12 years ago; 1897.

470. And the Department, of course, only last year?—Yes; the special Welsh Branch of the Education Department in London only last year. The highest kind of certificate given by this Central Welsh Board is called the Honours Certificate, and in this last Report for 1907 you will find that 208 boys or girls throughout Wales obtained this certificate; and if you divide the counties of Wales into two districts—District A and District B—District A being Glamorgan and Monmouth and the County Boroughs of Cardiff, Swansea and Newport, and District B other Welsh counties, you will have on the one hand the great industrial centres and you will have on the other hand the less populous, mainly agricultural, though also, to some extent, industrial counties of the rest of Wales; and of the total 208 certificates 80 were given to District A—that is, Glamorgan, Monmouth and the three County Boroughs—and 128 to schools in District B, showing, I think, in a striking way what proportion of the highest work in the secondary schools is at present done in the schools in the less populous counties. Again, in the order of merit of the certificates, there is an order of merit which I can hand in—first of all, of the first 25 on the list of 208, 16 came from District B, including Nos. 1, 2, 3, 4, 7, 8, 9, 10, 12, 13, 15, 16, 18, 19, 21 and 25 in order of merit.

471. (*Sir John Rhys.*) District B being the country district?—Country district, yes. And then, secondly, of the second 25, 15 came from the same district, of the third 25, 12, and of the fourth 25, 14. Another indication which may help the Committee to form an idea on this point may be drawn from the professors and lecturers of Welsh nationality who are on the teaching staffs of the three University Colleges. At Bangor there are seven professors and lecturers, being the whole of the members of the staff of Welsh nationality, who are drawn from District B, that is, from these agricultural areas. At Cardiff there are five of the members of the staff of Welsh nationality drawn from District A, and seven from District B. At Aberystwyth there are 11, the total number of Welsh members of the staff, all drawn from District B. The same sort of conclusion would, I think, arise from an inquiry as to those who follow other careers, such as the medical profession, the law, and banking. Welshmen following these pursuits, whether in the large centres of the Principality, or in the large cities of England, would be found on inquiry to be drawn from District B in a proportion far exceeding the ratio of those areas that you would expect from the population, and still further exceeding the proportion in which these careers are recruited from the same areas in England. As bearing upon the future need of University education, it may be noted that the re-organisation of elementary education by the institution of the County Education Committees under the Act of 1902 has greatly increased the average attendance in the elementary schools of these counties. That was previously unsatisfactory, in spite of the large number of pupils of these schools that made their way to Universities and to higher careers, yet the percentage of the average attendance was small in comparison with other districts. But since the re-organisation under the Act of 1902 the average attendance has greatly increased, and, further, a scale of remuneration for each county has been drawn up which will tend to secure and retain a larger proportion of trained certificated teachers for these districts; and, further, through the day training colleges, the supply of certificated teachers who are also graduates is being rapidly increased. By the operation of these causes the number of those seeking University education will be necessarily affected, for the elementary schools are in the most vital connection with the secondary schools and with University education, in the case of Wales. They supply 90 per cent. of the pupils of the intermediate schools at the present time. Also the number of pupils in these latter schools, in the intermediate schools in Wales—you will see from an examination of the figures in those reports—is very rapidly increasing, and the average stay of the pupils at the schools is also rapidly rising towards an average of four or even five years, instead of two or three years, as it was in the earlier years of the working of the Intermediate Education Act. The proportion seeking advanced instruction of degree standard in agriculture may be expected to rise. In some counties we may be said hardly to have done more than tap, if I may say so, the surface. For instance, from the County of Montgomery, we have only at the present time some 15 or 20 students. In the County of Pembroke, which is a very good agricultural county, the number of students is something about the same, so that in these directions we may expect, with the increased organisation of local education and of the machinery for discovering ability and capacity in the localities themselves, that there would be a large addition to the numbers of those seeking University education in these districts. I think, Sir, that is the whole of the evidence that I wish to present to you, with the exception of the last head, namely, any other matters on which you may desire information bearing on the College, which, however, can probably be better supplied by the others who are here to give evidence.

472. (*Chairman.*) If you are finishing what you have to say about the College, perhaps we might pause to ask if there is any College question that any member of the Committee would like to ask the Principal.

473. (*Professor McCormick.*) I was very much interested in what the Principal had to say regarding the relation between secondary schools and your University Colleges, and especially regarding the high number of honours certificates that were gained by the pupils of the schools from the Central Welsh Board. You say that 208 students in Wales have got this honours certificate?—Yes; that is last year.

474. Now it seems to me that the proportion—a relative proportion—of the number entered in the University Colleges, suggests that the schools are to a certain extent, among its higher pupils who are likely to be those who come into the University, doing the work of the intermediate standard classes which you hold. For instance, these honours certificates represent, of course, that they have concluded your intermediate standard work, and would be able to begin the ordinary class?—We have a provision, which I think I referred to before, which enables those who have reached the standard of the higher honours certificate to commence in certain departments with the ordinary course, where they are aiming at honours. That prevents them spending any of their time at the University over work that they may already have done—work of an intermediate grade.

475. Now, co-relating the work of the University, so as, as far as possible, not to have overlapping—of course, there must be some overlapping, naturally—do you see your way in the future probably to leaving the secondary schools to overtake this work of the intermediate stage, so as to leave your University work for the higher planes?—That is what we desire. According as the standard of the work of the intermediate schools rises, the work of the Colleges would correspondingly rise, so that the three years' minimum course for the University degree would start from the highest point at which the ordinary instruction of the schools would stop.

476. (*Dr. Hill.*) By which you mean that you anticipate a rise in the standard of the matriculation

examination; is that so?—Yes, I think probably that effect would follow. But I may say that the question is chiefly one of length of curriculum. If we may assume that elementary education is brought to an efficient standard right through Wales, the boys and girls who leave the elementary schools at 11, or 12 would remain at the intermediate schools from 12 to 16 or 17. That would mean five years of secondary education curriculum. The five years does seem to me desirable if you are to have a secondary education at all, so that the understood and regular thing would be that a student who came on to the University would have been in the secondary schools of the country for five years, and his University education would start from that point forward, whatever that point might be.

477. (*Chairman.*) And their age when they came here would be about 17?—Would be 17 as a general rule.

478. (*Mr. Ogilvie.*) On that point I would suggest that it would be an advantage if to the very useful tables which have already been given in, we could have in addition these three tables: An analysis of the ages of students who have entered the College in 1907-8, that is, the new students of the present year who are taking degree courses; second, an analysis of the courses taken for graduation purposes by students who graduated B.A. or B.Sc. in 1907, showing for Arts and Science separately the numbers of intermediate, ordinary, special and honours courses respectively, so reckoned (*a*) as one of the specified number of courses, (*b*) as the highest course credited to the graduate in the subject concerned; and then, third, an analysis of the ages of the graduates of 1907, as those who had received their degrees of B.A. or B.Sc. in 1907, taken as the age would be at the date of the opening of the session 1907-8, so that the first table of ages and the second would correspond as to period, and we should then see for this year what is the normal period?—If you would let us have a memorandum of those figures which you desire, we can prepare them.

479. It would supplement some of the points?—Yes.

480. (*Professor McCormick.*) Another point that occurred to me was this; you were speaking of the evidently very full day that the teachers have here, with little time for research. In the reports of the teachers I was looking at there is mention however of splitting up, of duplication of classes for work of all your degree courses. You still have, of course, to work for the London degree as well as your own University degree separately?—Yes, Sir, I am glad that that question has been put, because it enables me to explain that we have been obliged up to the present time to provide a certain amount of special instruction for students who desire to present themselves for London University degrees. The number of those is rapidly diminishing. I may mention that before the University of Wales was established, the College was necessarily occupied mainly with the preparation of students for the external degrees of London University, that being the only University system with which it could connect itself. And when the change took place, and the University of Wales was established, and we considered the course of action which seemed to us the best, with a view to bringing the whole energies of the College to bear upon the working out of our own University, we came to the clear conclusion that, having regard to our own circumstances and conditions, there was only one way to do it, that is to say, by the gradual process of abandoning the special instruction for London University, while at the same time applying ourselves primarily to the work of preparing for the degrees of the University of Wales. That system has now gone on for ten years, with results that we think are sufficient indication of the wisdom of the course that we adopted, and the course which was the only one possible, having regard to the conditions and circumstances of the College. At the present time there are a certain number of students who apply for preparation for the London degrees. So far as we can, we discourage that. Everything that we can do is done to work out the system of the University of Wales. At the same time, the College has provided up to the present point a certain amount of special instruction for this purpose, and I have got figures here showing exactly what it amounts to at the present time.

481. (*Chairman.*) Well, we should like to have those?—I think the Committee will see that it is limited in amount, having regard to the position in which we were placed, of a College which presented a very large number of students, before the University of Wales was established, to the degree examinations of the University of London. At the present time there are special classes for London University candidates in the session 1907-8, as follows: Greek, B.A., intermediate prescribed books, two hours, six students attending; final, one prescribed book, two hours, three students attending; Latin, intermediate prescribed books, two hours, 12 students attending; final, one prescribed book, two hours, six attending; final, one hour additional; then French special oral classes for intermediate B.A., one hour, 25 attending; old French texts for B.A. pass or honours, one hour, six students attending.

482. (*Dr. Hill.*) Does that indicate that there is no oral examination for the Welsh degree in French?—There is no oral examination. That is in the obligatory part of the scheme, and I expect there will be soon, so that this instruction will be required for the University itself and the proper teaching of the subject.

483. (*Professor McCormick.*) Are these 25 all going in for the London degree, and the 12 in Latin?—The 12 in Latin would be included in the 25, no doubt.

484. Yes; but they are all London University students?—Well, there might be some Welsh students taking advantage of this special class; I could not tell you exactly what the net number would be. Then English B.A., final honours, one hour, seven attending; final pass, one hour, seven attending; intermediate honours, one hour, four attending; and intermediate pass, two hours, 19 attending. History, intermediate lectures on Political and Constitutional History, given in the Lent and Summer term, two hours, 12 attending. That, again, is a subject of great use from the point of view of the general teaching of history in the College apart from the exigency. Final honours, one student attending, one hour is given, apparently one additional hour. And there is one student reading for the M.A. of London University. He is given a certain amount of guidance in his private reading. Philosophy, intermediate, one hour, ten attending; final, one hour, one attending. That is the whole instruction given of a special character at the present time.

485. (*Chairman.*) Then I should like to ask, what reason do the students give for preferring a London degree to a Welsh degree?—They are in the main students who come from England, and in the main, I think, women students, and I think the reason given is that parents, owing to the longer vogue, to their mind, the more established status of the London University degree, require their children to take that degree.

486. (*Dr. Hill.*) Do many Welsh students add the London degree to the Welsh degree?—Some do; not a large number, and a diminishing number, I think.

487. (*Chairman.*) If you gave it up altogether, do you suppose those students would not come?—That is our opinion. I think that is a course which diminishes in importance as each year goes by; but, in our opinion, it certainly would have prejudiced us from that point of view in the past, and to some extent in the present; but I think the question is solving itself rapidly.

488. (*Professor McCormick.*) There was a number of English University Colleges, of course, in your position before they got their University Charter recently; Leeds, Birmingham, and some others. I think they got their University Charters since you got yours as University of Wales. Do you know whether they also keep up their classes for an outside degree such as London?—I do not know; I could not say, Sir, how far they have got special classes.

(*Chairman.*) There is very, very little of that; it has not disappeared.

489 *and* 490. (*Dr. Hill.*) It has entirely disappeared, so far as special classes are concerned. There is a certain amount of individual tuition where there are

different sets of books?—Yes; well, that is what this amounts to really, from the particulars I have given; it is the minimum.

491. (*Professor McCormick.*) It is a serious strain on a teacher, as I know, even though he has only one class; it means very special work?—Yes. Is there any further point before I go to the question of the University?

492. (*Sir John Rhys.*) You spoke just now about the counties, which supply you with the best students. I should like you to explain or expand that a little bit, unless you think it more convenient on the University question; I do not mind which?—I can state now what is in my mind. For example, if you take the students who have been in this College in past years and who are old enough to have attained positions of influence, it is remarkable to observe how many of them are drawn from this area. For instance, there are three former Members of Parliament—the late Mr. Ellis, Mr. Ellis Griffith, for Anglesea, Mr. S. T. Evans, Member for East Glamorgan, King's Counsel. They were students in the College at the same time as myself in the years 1874-5 onwards. And two of those came from the counties I have specially referred to. Mr. S. T. Evans, from Glamorgan, but his father came from Cardiganshire. Then, again, Mr. Owen Edwards, the present head of the Welsh Branch of the Board of Education, came from Merioneth and studied here shortly after that same period. His brother is Professor of History here now and he is the Warden of the Guild of Graduates of the Welsh University. If I were to expand that point I might show, I think, in a conclusive way, that these counties have up to the present time had the leadership in intellectual matters and also in connection with the advancement of Wales in educational matters in other respects, which seems to me to indicate that they are a very essential part of the resources of Wales with the view to taking its part in the life of this kingdom at large, and of the Empire.

493. (*Dr. Hill.*) You say statements obtained from heads of departments showing advanced study or research; will those returns be submitted to us?—You have them now. If I may go on to touch quite briefly upon the last point, namely, the statistics—information upon the general aspects of the joint applications of the Colleges for increased aid. For example, statistics showing the development of the University as a whole. Since I wrote this statement I have heard from the Registrar of the University. He informs me that you have invited evidence in respect of the University to be given separately, and it would probably be more convenient to you to receive the whole of the University evidence at one time. I have here the special statistics indicated upon this paper; but I think that the other officers of the University would prefer to have a little more time in order to present this evidence in a completer way, and to duplicate it so that it may be considered beforehand by you before you invite their further evidence or give them an opportunity of answering any questions in regard to it

494. (*Chairman.*) Yes?—But I may briefly say; perhaps I could hand these in, Sir, and perhaps they could be handed back to me in order that I might give them to the Registrar to get them prepared in a fuller and more detailed way. You will find in these lists the number of graduates in each year since the foundation of the University arranged for each year separately showing the increase in the number. The list of those who have obtained the higher degrees, the particulars of those who have obtained honours and those who have obtained the higher degrees of M.A. and D.Sc., and the dissertations and researches submitted by them. I think that list is valuable as an additional indication of the spirit, at any rate, which is going on throughout Wales in the higher study and research. There is a large number of M.A. degrees given, and each one has been given partly upon a dissertation submitted by the candidate. The subject of each dissertation is given in that list and will enable you to judge as to the scope of the special inquiries. I do not mean to claim that they are in the nature of research, by any means, all of them, but they are an indication of higher study carried on on a scientific method, at any rate. And the same applies to the D.Sc. and to the list of University Fellows. I may point out that the Fellowship Fund has only enabled one Fellow to be appointed in each year, whereas we could have appointed, so far as the merits of the candidates were concerned, perhaps three times as many Fellows in each year. I do not propose to dwell upon the evidence, but just to put it before you, and to ask you to return it, so that it may be furnished in a more complete form at a later stage.

495. Yes; I think I had better give you back these papers, so that they may be put before us in a complete form. But there are certain general questions to ask about the University, and it is just as you like, Principal, but we can take your opinion upon them now. The two points on which the Committee has already asked questions of other witnesses are—first, the standard of examination, and secondly, the working of the University constitution. You can either give us your opinion now, or, if you prefer it, give it in a different way at a later time?—If you will put your questions, Sir, perhaps I can exercise the option whether to answer now or to take time for consideration, and answer at a later stage. I shall be glad to do that.

496. I do not know whether you had paid particular attention to the question of standard—the comparison of your standards and those of other Universities?—To some extent, I have done so. I have acted as Vice-Chancellor for two periods—for one period of one year, when the rotation was a one-year rotation, and for a period of two years subsequently—and I have now, since September, entered upon the third period.

497. (*Sir John Rhys.*) You are Vice-Chancellor now?—Yes, since the beginning of September; and in that capacity I have attended all the meetings of the Boards of Examiners, and have in that way been brought into close contact with the working of the University. And with regard to the standard, my impression is that that has been safeguarded in a very effective way by the various checks that are put into operation and by the comparison and co-operation on the part of the internal examiners representing the three constituent Colleges in these various Boards. I think that has been an excellent safeguard, particularly in the earlier period of the working of the University, and that it has tended strongly in the direction of a high standard of attainment. The courses of study upon which the examinations are held are submitted by each of the Colleges individually. That is an essential principle in the working of the University which differentiates it from the Federal University of the ordinary type, that the initiation of courses of study remains with the Colleges so that the heads of departments in the Colleges have the effective decision as to the lines upon which they conduct their teaching in their departments. The University has no right to require a College to conform to a scheme of instruction laid down by an external authority. The University co-ordinates the schemes of study submitted by the Colleges with a view to uniformity for the purpose of examination so far as that does not interfere with any principle of freedom of teaching, and I think that also has tended to favour a high standard of teaching and a high standard of attainment as shown by the examinations. You would see from the courses of study, arranged in this pamphlet, which is issued by the Court year by year, that in some cases there is a divergence between the courses submitted by one College and another, although perhaps in the majority of cases it has been found possible to adopt uniform courses. But I regard the freedom given to the College to initiate the courses of study as being a very important safeguard for the development of University education in the higher sense in the University. I may say that the pass examinations of the University have been organised with a view to a considerable standard of attainment from the first, differing in that way, I believe, from the pass standard in Oxford and Cambridge, for example. We have taken a different conception of the aim and object of a pass degree, resembling more the M.A. degree of the Scotch Universities or the standard required or sought by the London University in the ordinary B.A. or B.Sc. degree; so that the pass degree, I think, represents a considerable standard of attainment. And in the honours examinations very special care has been exer-

cised from the beginning, and, so far as my experience goes, no candidate can obtain the highest honour without a distinguished standard of attainment, first-class honours.

498. (*Chairman.*) What value do you place on the external examiners to safeguard this?—I place the highest value on the presence of the external examiners. I have not found that it is the case of the external examiners pressing for a higher standard and the internal examiners seeking to repress it, on the contrary; but still I consider that the veto of the external examiner is an essential element.

499. And, speaking generally, you would say that the co-operation between the internal and the external examiners has been quite satisfactory?—Yes, I should say that.

500. Have there been any difficulties?—There may have been some difficulties in the co-ordination, for example, as regards the question of setting papers, upon the courses of study; no serious difficulties, but only such difficulties as you would expect. There is a preliminary meeting of the Board of Examiners at which the papers are considered, and in some cases there has been considerable alteration as the result of deliberation with a view to bringing the papers into more accord with the lines of teaching in the Colleges; but I do not think that that at all can be described as a serious difficulty. May I ask, Sir, whether the Committee would be prepared to hear Mr. David Davies, who is here now.

501. I was just going to ask you if you would allow us to break off at this point. If there is anything more you can perhaps be with us another time. Mr. Davies wishes to get away, I understand, and we would like to take him now?—Yes, certainly.

The witness withdrew.

Mr. David Davies, M.P., Life Governor and Joint Treasurer of University College, Aberystwyth, called in and examined.

502. (*Chairman.*) I presume that you would like to address the Committee on the subject of the finances of the College, and I think I will let you put your own opinion in your own way, if you would like to make a statement?—I have drawn up a statement for the consideration of the Committee; perhaps you would take that, Sir, as the basis of my evidence.

503. Yes. Perhaps we had better take these points one by one, and you can add anything to this summary. The first point is, the College buildings are roughly estimated to be worth £100,000. The only capital grant by the Treasury has been £10,000, although Bangor and Cardiff have each received £20,000?—That has been a very serious handicap to the College, the fact that we have had to provide practically all the capital expenditure, with the exception of this £10,000. Besides, the other two Welsh Colleges have received considerably larger grants from the Treasury, consequently we have always had a certain amount of debt on the College buildings, and naturally this has interfered with the work very considerably.

504. What is the debt on the College buildings?—On the main College building, Sir, the amount now outstanding is £13,316, of which £2,000 is on loan in perpetuity. Interest at the rate of 2½ per cent. is paid on this loan. There is also the men's hostel, and there is a debt on that building of £667 10s. 1d., and on the women's hostel a debt of £24,500. The Council also incurred another item of capital expenditure two years ago, when they bought a site on which to erect the laboratories, and that site cost the College £2,700. The total debt is £41,184.

505. (*Dr. Hill.*) What is the annual sum for interest chargeable on the College revenues, because some of these items belong to the hostels—on the general revenue of the College?—I take it the £2,700 to which I have just referred, and the main College building which stands at £13,316, and out of that sum you must deduct £2,000, which is a loan for which the College only pays 2½ per cent. Of course, the women's hostel pays interest. The interest accrues from the profits. Last year was a very satisfactory year, because they were able to pay over £1,000 off the capital sum, so that that sum is gradually being reduced, and we hope in the course of time that the women's hostel will be quite free of debt. It has been a very successful experiment.

506. But so far as the general funds of the College are concerned, you have to pay interest at 4 per cent. on £13,000, and 2½ per cent. on £2,000; is that it?—The actual amount paid was £550 6s. 4d.; that is on the £13,316.

507. (*Chairman.*) Then the next point is "the heads of income of the College:—

Treasury grant	£4,000	0	0
Board of Agriculture	800	0	0
Board of Education	1,651	0	0
Students' fees	4,909	1	10
Subscriptions	1,211	2	11
County Council grants	795	14	3
Dividends	479	16	0
Miscellaneous	72	3	10
	£13,918	19	0

The total expenditure for the same period was £15,324 18s. 8d. Of this expenditure about 60·5 per cent. was spent on salaries, 9 per cent. on scholarships, 3·5 per cent. on laboratories, 3·6 per cent. on interest and commission, 3·5 per cent. on incidental expenses, including all office expenses and the incidental expenses of the Normal and Agricultural Departments, 2·9 per cent. on the Law Department, and the remaining 17 per cent. on library, clerks' wages, repairs, fixtures, etc., insurance, rates, etc., caretaking, coal and gas, printing and stationery, advertising, postage and telegrams, Normal Department, Agricultural Department, and examinations." That shows that your ordinary expenditure exceeds your ordinary income?—It was so during last year, Sir, to a very marked extent. You will see that we were something over £1,000 in arrear, and the deficit has been increasing during the last few years.

508. (*Dr. Hill.*) Is that steadily increasing your overdraft at the bank?—Yes, Sir.

509. (*Chairman.*) What steps do you propose to take?—We are hoping that before long the money will be forthcoming from some quarter or another. I suppose we shall have to appeal again to the generous public. We have been trying to raise funds from the county councils. I have tried to summarise the amounts which the county councils affiliated to the College have subscribed within the last 10 or 15 years. I think you will find that they have subscribed very liberally towards the income of the College. Of course, they are now very much handicapped because the cost of elementary and secondary education has so largely increased. They find that for educational purposes they have to spend more and more each year; consequently they find it very difficult to increase their contributions to the work of the College.

510. When a county council makes you a grant, do they stipulate for a return in the shape of free places?—They do in the case of the Agricultural Department; they allot a certain number of scholarships, and then they make certain grants as well.

511. I mean, does the county council grant represent any relief to your general fund?—No; we do not make any profit out of it.

512. (*Professor McCormick.*) You keep it separate for the Agricultural Department?—Yes, we do.

513. It is an entirely separate grant?—Yes.

514. (*Mr. Ogilvie.*) The County Council grant is entirely for the Agricultural Department?—And the Technical Department—cookery classes.

515. Cookery; not for the general work of the University College?—No.

516. (*Chairman.*) Then your third point, is that "for the first ten years of its existence the College was supported entirely by voluntary contributions, and during that period about £60,000 was subscribed by a very large number of persons. In the course of about 30 years about £120,000 was subscribed for the purposes of the College by about 100,000 separate donors. This is some explanation of the meagre endowments, which do not exceed about £15,000"?—I think that fact has been emphasised by a great many people, and probably members of the Committee have already heard—when Mr. Asquith was here the other day he referred to the fact—of the way in which the extraordinary number of people, comparatively poor people, had subscribed, not only to the foundation of the College here and also at Bangor, but also to the exceptional way in which they subscribed for years and years, when the College was first started. I think that is a good explanation of the fact why our endowments do not exceed, as I say, £15,000. But if you come to add the amounts which were subscribed towards maintenance during the first years, when the College came into being, the amounts are considerably more.

517. And we may take it that these subscriptions came from every class of the community?—But they were very widely distributed, inasmuch as there were 100,000 different people who did subscribe. It did not all come from the well-to-do and rich classes; in fact, I think you will find it came from the poorer class and the middle class, who took a very keen interest in the work which was being done.

518. Yes; that is what I meant to suggest—that from every class of the community you obtained these subscriptions?—Yes.

519. (*Professor McCormick.*) As to that endowment fund, small as it is, there is none of it allocated specially to anything?—No, Sir, not at all.

520. It is a general endowment?—Yes.

521. (*Chairman.*) The fourth point is "the capital sums raised up to June, 1905, apart from Government grants, for Aberystwyth and Bangor respectively, were £115,428 and £162,295, or £333 per 1,000 inhabitants. The sum raised for the English University Colleges was £4,811,293, or £156 per 1,000 inhabitants. This comparison is the more significant when it is remembered that Wales is much inferior to England in educational endowments and in wealth, as shown by the average size of agricultural holdings, percentage of houses assessed to house duty, value of real property per head of population, and income tax assessment per head of population in Parliamentary boroughs"?—I wanted to draw the attention of the Committee to that, simply to show that we in Wales, I think, have done our share towards the promotion of higher education and University education. These figures are abstracted from a memorandum which was drawn up and forwarded some time ago to the Chancellor of the Exchequer. The Committee have probably gone through it.

522. Yes, we have that in print?—I took out some of the percentages to show how they worked out.

523. Then we have the adverse balance. "Notwithstanding the greatest possible economy, the accounts for the past three years show substantial adverse balances, the deficit on the working account for 1906-7 being mainly accounted for by increased expenditure under most of the headings, decreased receipts from students' fees and extension lectures, and decreased grants from the counties, owing, no doubt, to the demands made upon them for primary education"?—Yes, well, that is the very serious aspect, it seems to me, of our College work here at present. I do not know how we are going to get out of the difficulty. Year after year we have had new and fresh students coming to the College, the number of students increasing, and the money provided for maintenance practically remaining the same.

524. Why do the fees fall off; decrease in the receipts from students' fees?—Last year there were slightly fewer students; this year we have more again. And, of course, the fees are low, and consequently we do not make very much on the students. I mean to say, the fees are so low that even though the number of students were increased tremendously, we should have to provide extra teaching for the increased number, and the necessary accommodation, and we should still be in the same fix.

525. (*Dr. Hill.*) Have the fees remained at the same figure all the time; no experiments have been made in changing the amount of fees, raising them or lowering them?—I think they have always remained the same.

(*The Registrar.*) They have been raised £1; they used to be £10.

(*Dr. Hill.*) Is there a registration fee?

(*The Registrar.*) A registration fee of £1 has been charged.

526 *to* 529. (*Dr. Hill.*) And had that a prejudicial effect upon the entry?—I think there is one point in connection with the low fees, and that is the fact that the people in the country subscribed towards the College at its commencement, and actually maintained the College for several years, when they got no grant at all from the Treasury, and I think there is great deal to be said for the people, especially in the agricultural counties, who really could not afford to pay high fees. When they had already contributed towards the maintenance of the College, you could not expect them to put their hands in both pockets, so to speak, and pay twice. A great many of the people who subscribed then afterwards sent their sons to the College.

530. (*Professor McCormick.*) There is an item in your expenditure here which is related to the lowness of the fees, and that is the amount spent in scholarships. Do we come on to that later on, or shall I mention that just now in connection with the fees? I see you spent £1,394 13s. 4d. in 1906-7 on scholarships. Now how much of that is from the general College chest, and how much is special endowment for scholarships; do you know?

(*The Registrar.*) I can give you these facts after.

531. (*Professor McCormick.*) Because it is a very large proportion. If the greater part of that comes from your ordinary income, College income, general funds, it is a very large proportion to spend for these students?—Yes. Then, Sir, there is the fact also, that we have had to curtail the salaries of the staff, and that has had a very bad effect upon the interests of the College, and especially the work of the College, because we have found that the best men come here, and then we have not been able to pay them properly, and they have gone elsewhere. They leave us, and the College has been forced to apply again for younger men. This has been going on for years and years, and, of course, the College work has suffered very much in consequence. I refer to that later on, I think.

532. (*Chairman.*) Yes. Then the next point is "the contribution of the affiliated counties for agricultural and technical work from 1891 to 1907, which has been £18,673, but this is exclusive of the sums spent by each county on scholarships for other than agricultural students. There is no profit from these contributions, and they must be regarded as fees rather than endowments." That we have discussed already, I think?—Yes.

533. "From figures for 1902-3 (which are the only comparative figures I have been able to obtain) it would appear that, in proportion to the rateable value, Wales, as a whole, contributed from local rates six times as much as England to University and higher technical education, and nine times as much to secondary education." This is also in the printed document, I think?—Yes; it is, Sir.

534. "Taking the contributions from the rates made by the seven counties affiliated, or partly affiliated, to Aberystwyth College, for secondary and higher education for 1902-3 I find that they were:—

	£		
Brecon	1,666	·46	per cent. of gross rental.
Cardigan	2,865	·70	" " "
Carmarthen	6,497	·95	" " "
Merioneth	3,224	·92	" " "
Montgomery	3,769	·73	" " "
Pembroke	2,950	·65	" " "
Radnor	1,135	·89	" " "

The total for England was about £174,407, or ·08 per cent. of gross rental. The amount of rate per head of population expended on education in the year 1903-4 was:—

	s.	d.
England (excluding London)	3	0
Scotland	4	10½
Wales	5	8¾

It would not be possible to raise the fees payable by students without seriously impairing the usefulness of the College having regard to the circumstances of the great majority of the students who are largely drawn from the working classes. In Wales the middle class is a far smaller proportion of the population than is the case in England, and there are comparatively few men who are sufficiently wealthy to be able to endow the Colleges. Apart from this, the contributions to the College have been made mainly, unlike the case of England, by the working people of Wales, and these have, therefore, some right to expect that the fees charged for their children should be low. The College is situated in a district which is almost entirely agricultural, and receives no funds from counties like Glamorganshire and Monmouthshire, which are mainly industrial. Nevertheless, the College does draw men from industrial towns, and the advantages are great from the points of view of health and comparatively cheap cost of living. The residents in the town who board visitors in the summer are glad to receive students in the College session at low rates. The large majority of men students at present live in lodgings in the town, but it is probable that in the near future an attempt will be made to establish a men's hostel on similar lines to that occupied by the women students which has been a complete success in every way. There are at present in the College 444 students, of whom 414 are taking complete degree courses. The total number of graduates of the University of Wales from Aberystwyth College from 1897 to 1907 has been 591, and in addition 485 took London degrees"?—Before you pass on to that point, I should just like to call your attention to No. 10: the College here does draw a great many students, as probably the Principal has told you, from the industrial districts of Glamorganshire and Monmouthshire and South Wales generally. Those counties are, unlike this county and the neighbouring county in which I live, and a few of the agricultural counties affiliated to the College, very well off indeed. As you know, they are much wealthier owing to the coal trade and other industries. But this College gets nothing like the support which I think it ought to receive from those counties, and at the same time we provide education for a great number of students who find it in some respects cheaper to come here, to a place like Aberystwyth, where they can get cheap lodgings, and where the atmosphere is perhaps more healthy than at Cardiff. So it always has appeared to me that it is very unfair that this College does not get much more support than it does from the more flourishing and the industrial counties in South Wales. Therefore, I think—this is a point which I have tried to bring before the notice of the Committee later on—if the Government does see its way to increase the grants, that the increase should be the same to each of the three Colleges, because they are all serving the country, and they ought to be looked upon as National Colleges, and from that point of view, each should do its own particular share in the higher education of Wales. Consequently I strongly urge that all three should be treated on an equal footing.

(*Witness.*) I then point out that in the year preceding that of the incorporation of the University of Wales one-eighth of all the degrees of B.A. and B.Sc. granted by the University of London were gained by students of the three Welsh Colleges. During the three years 1903-5, 198 students at Aberystwyth proceeded to degrees in the faculties of Arts and Science at the University of Wales distinct from those who graduated in the London University instead. The figures in respect of English Colleges for the same period were:—

Birmingham	66
Bristol	27
Leeds	181
Liverpool	221
Manchester	318 (based on an average).
Newcastle	156
Nottingham	42
Reading	13
Sheffield	16
Southampton	17

—I put these in—you also find them in the table you referred to before—simply to show that I do think it is a very strong case for this College and the other Welsh Colleges, that we are endeavouring to make the most of the money at our disposal. You have already seen from the figures that the College accounts show an adverse balance, especially during this last year, and it is a very serious thing, I think, from the point of view of the College, how we are to proceed in future. And probably it naturally occurred to the minds of the gentlemen on the Committee that we had been extravagant in some way or other. I have simply tried to get out these tables, in order to show that I think there is no doubt, so far as I am able to learn from my own personal observation, that things are conducted here on the most economical lines, and that we do try to get as much as we can for the money that is spent on the College work. That is the point which I have tried to bring out, and which I should like to emphasise. It seems to me that we have endeavoured to economise in one way, and it was bad economy, but we could not help ourselves—that is, in reducing the fees of the staff. The only other way in which we can economise, it seems to me, is to throw up some of the departments altogether, which, to my mind, would be a very retrograde step after so much energy and trouble and perseverance has been put forth in order to get these branches and these departments started. I have been particularly struck with the *esprit de corps* which is shown by the staff here in the carrying on of their duties, and although it seems to me they are paid miserable salaries, they still have the honour of their College very much at heart, and they do their work for sometimes hardly any remuneration at all, and take on extra jobs simply that the College may not suffer. I daresay the Principal will be able to tell you of special instances of this kind, but looking at it more or less from the point of view of an outsider—as I, so to speak, am—I must say I have been profoundly impressed with the extraordinary enthusiasm which some of these gentlemen have shown in the fulfilment of their duties here, and I do not see, from the point of view of the finance of the College, how we can possibly go on unless we do get some further assistance from the Treasury.

535-6. "Although we have made the best use we can of the moneys at our disposal and have practised the strictest possible economy, the figures given show that, even under existing conditions, there is an adverse balance. The work of the College is therefore seriously handicapped and adequate and satisfactory development rendered impossible. The need of increased income is sorely felt for the remuneration of professors and the better equipment of the College as a place of higher education and especially for research work. Any new development is, under existing conditions, checked or retarded by the straitened circumstances of the College. The average salary of the teaching staff including all, except lecturers paid weekly when delivering lectures, is £224 a year. The average professorial salary reported to the Chancellor of the Exchequer for the year 1900 was £295. The average professorial salary at English University Colleges, calculated on the same basis as the last-mentioned figure, was £475, and for Bangor and Cardiff respectively £335 and £315. It should be mentioned that the low average at Aberystwyth would be even lower but for Lord Rendel's temporary contribution of £750 a year towards the remuneration of the staff. The inevitable result of the poor salaries paid is that the

best professors leave when a better opening offers itself to them. At the present time the number of professors and lecturers is reduced to a minimum, with the consequence that all their energies are required to enable them to keep pace with the requirements for teaching, especially as in some cases lectures are given in the counties as well as in College. In these circumstances it is not possible for them to devote sufficient time to research work which they would otherwise do. At the same time a certain limited amount of research work has been accomplished by both professors and students"?—I take it, Sir, that you have already heard of the fact that the incomes of the College staff are supplemented very materially by Lord Rendel's generosity, so I need not dwell on that.

537. You have given us here with some additional details, which we are glad to have, what the Principal has told us before?—Because it seems to me if it had not been for Lord Rendel's kindness in this matter that the salaries paid to the staff would have been very much less, and Lord Rendel has liberally done this for a considerable number of years now, so it has really been part and parcel of the professors' salaries. If this grant should be discontinued, I mean to say we would be in a very much worse position.

538. "Future development in the direction of new buildings is also handicapped by reason of the increased cost of maintenance, and in this way the healthy and natural growth of the College is checked. However disposed a private benefactor might be to give additional buildings, the College would be unable to avail itself of such benefaction to a full and complete extent. In fact, the more benefactions of this nature the less able would the College be to avail itself of them under present conditions. There is ample scope for development in work, and especially research work, and the natural conditions at Aberystwyth are eminently suitable for advanced instruction and study in such subjects as agriculture, law, and fisheries. Moreover, the establishment of the National Library at Aberystwyth should be the means of stimulating advanced study in Celtic and Celtic literature. There is at present a tendency to overlap in the work of the three Welsh Colleges, and the authorities at each College feel a natural desire to make their own College complete in itself. I consider that this policy would be bad and must ultimately lead to disintegration. I strongly advocate the principle of one National Federated University whereunder each College would provide a basis of instruction equivalent, say, to a Cambridge poll degree, and that higher technical, or honours courses should, as far as practicable, be divided among the three Colleges, each College making a speciality of a subject or subjects for which it is particularly suited, either by natural conditions or the result of past development. For instance, Cardiff should, I think, devote itself more particularly to subjects such as mining, metallurgy, mineralogy, medicine, etc. Aberystwyth is more naturally adapted for agriculture, fisheries, law, Celtic, etc. Bangor should specialise in geology, forestry, etc." Has there been any practical discussion with a view to such a division of labour as this?—I am not aware that the heads of the Colleges have come to any definite arrangement regarding it, Sir, but my own personal view is that it would be a great advantage to University education in Wales if some arrangement of this sort were arrived at so that students who wished particularly to take up one particular branch— for instance, medicine—would go to Cardiff; if they wished to take up Celtic research, they should come to Aberystwyth. In that way we should prevent overlapping, and we should be able to get students to do part of their course at one College and perhaps go on and finish the remainder of their course at another College where they specialise in some particular branch. And, of course, each of the Colleges, from its natural position, is fitted more especially to do certain branches of technical work than the others. For instance, I need hardly point out that this College is situated in a purely agricultural district. Practically all the counties affiliated to the College are interested in agriculture more than anything else. And then I am told that there is great scope for a Fishery Department, a department which will conduct fishery investigations and research all along the coast right up from here as far as Bristol. No provision is now made for any scientific work with regard to the fishery; the same remark applies to the rivers throughout Wales. There is no provision made for the scientific breeding of fish in these rivers, and I believe that in other countries a great deal has been done scientifically to promote the fishing industry. I think this College could take up that work very well. It is naturally well-situated, and they have got means here at their disposal which other University Colleges in the country have not got. I think that at Cardiff, for instance, they have a great deal to do in developing a good Mining School. It is an extraordinary thing that with a big coal-field like South Wales—one of the largest coal-fields in the world—hardly anything has been done in the way of mining research, and very little done in the way of teaching; in fact, I believe it is true that nearly all the men who know anything about the theory of mining at all, and have secured posts at the different collieries in South Wales, have received their training in the mining schools of Germany and Belgium. So I think it is a very splendid opportunity at this stage—at the stage which higher education has reached in Wales—that the three Colleges should come to some sort of agreement as to what particular subjects are to be taught as technical subjects and honours subjects, so as to prevent overlapping as much as possible, and to get the best they can out of the students at each of the particular Colleges. This is only my own personal opinion after a careful study of the whole system.

539. All the scholarships available for the Welsh Colleges should, you suggest, be made available for any one of the three at the option of the student, and none should be confined to any one College. In addition, migration from one College to another might be encouraged, by which means a student could, after taking a degree at one College, proceed to another for advanced study in a special subject or subjects. Is there anything to prevent that at present; it would be possible, would it not?—It seems to me that now the scholarships are more or less ear-marked to each College. Suppose a county council offers a scholarship, the scholarship is offered to the particular College to which the county is affiliated or attached, so it really seems to me to be a form of protection in a mild way. The result is, supposing in Montgomeryshire, for instance, we have got a boy or a girl who wishes to go in for medicine: well, he has no choice, but would have to come to Aberystwyth, where he cannot get a course in medicine. The same thing applies to students in South Wales who might wish, for instance, to get a course in Celtic. The Celtic school here would be much more advanced and better, perhaps, than any Celtic school at Cardiff or Bangor. I do not speak with any authority on these matters, but I simply throw it out as a suggestion. I think it would be far better if scholarships at each College were thrown open so that a student who intended going in for a University course could choose for himself which particular College he wanted. It would also, I think, force the Colleges themselves to take up the kind of subjects for which they were best suited so that this would be a sort of a corollary to the point that I have brought before the Committee before, the fact that each College should, as far as it could, specialise in particular branches of work.

540. It implies an amount of agreement and an absence of rivalry which perhaps one might not attain in the present condition of Wales?—Well, I am afraid we do manage to squabble very often, but I fail to see why we could not come to some arrangement with regard to the Colleges, because I think it would be to the advantage of each College in the long run, and it would certainly be to the advantage of the country, and I think that it would be a great pity if the idea of the three Colleges being joined together in a National University should be wiped out, because I think a great deal of the *esprit de corps* and the national feeling behind the Colleges at present is derived from the fact that it is a national institution, and that if they merely became provincial institutions, each a University within itself, a great deal of that feeling which has been at the root of the success, I think, of the Colleges in the past, would go; altogether be lost.

541. (*Mr. Ogilvie.*). Do you think that this determination of boundaries would work; that as to Departments for special tuition, it would be possible without establishing a common purse for the three Colleges?—I am afraid I do not quite understand.

542. Such an arrangement as you forecast would be a comparatively simple one if the three Colleges were all supported from the same source, I mean if the finances were pooled, but if you have each College running its own financial arrangements the difficulty of division of field would be increased by questions of comparative expense in maintaining different fields. Some subjects might attract far more students without being proportionately expensive, and the determination as to which College was to have that would come to be complicated by considerations of finance?—It seems to me that if each College got the same amount of grant they would still be in a position to work out their own salvation.

543. Well, except that suppose you are going to retain for this College questions of Celtic investigation, while Cardiff takes all medicine it would be open to consideration—the people here, for instance, might say, "We are not likely to have very many students in this particular section of advanced work, and what we do have is very expensive to teach in comparison with the fees we receive"; and in the case of Cardiff, while there is a large number of students available for medicine, there might be difficulties in the way?—I think that would be obviated, as I say, if each College got precisely the same amount in grants. I do not think it would perhaps work out very precisely arithmetically, but it seems to me if they each got the same amount of grant from the Treasury that would cover any loss which they found through a decrease in the number of students or because the number of students in each department was not the same; as you say, they might be far fewer in the one than in the other.

544. You think it would work, in fact, without having a common purse?—I think it would work. I do not think a common purse is practicable, at any rate not now, not at this stage, except as I have pointed out, I think they might have a common purse as far as the scholarships are concerned.

545. (*Professor McCormick.*) Quite so, Mr. Davies. I understand you to be mainly referring to the scholarships?—Precisely.

546. That they should not be close scholarships?—That is exactly the point.

547. (*Chairman.*) Then Mr. Davies adds at the end of this part of his paper: "I mention the above in the hope that the Treasury might, if it should increase the grants, bring pressure to bear to obviate, as far as possible, the danger of overlapping in the future. In order to place the Welsh University on a footing of equal efficiency with the best Universities of Germany and America, Sir Norman Lockyer, in his appendix to his British Association address 'On the influence of Brain Power in History,' calculated its requirements at the capital sum of £4,000,000—£438,300 for buildings and equipment, and an endowment of £3,208,300; while he stated the 'University itself needs an additional endowment of £288,400.' Sir Norman Lockyer stated: 'These will not be thought extravagant figures when it is remembered that the needs of the Birmingham University was estimated at £5,000,000, and that the Welsh Colleges minister to the needs of a far more diverse population. The agriculture, the manufactures, the mining and the over-sea commerce of Wales all demand the enlightenment and intelligence which can only be developed in Universities efficiently equipped for their work.' The present grant of £4,000 a year from the Treasury was fixed about 22 years ago. There was need for that grant then. There is still greater need now that the College and its work has grown, and any increase should, I venture to think, be the same for each of the three Colleges. Should larger grants from the Imperial Exchequer be forthcoming, I am of opinion that they should be devoted to increasing the salaries of professors, making the existing departments thorough in every respect, and developing instruction and study in those special subjects for which each College is best adapted. I would also advocate the desirableness of the adoption of the uniform system in the keeping of accounts at the three Colleges." Is there anything you wish to add to that?—No, Sir, I do not think there is anything more.

548. (*Professor McCormick.*) I do not know that it is quite a financial point, but I have obtained from the Registrar the statistics I had asked for regarding your expenditure upon scholarships, and out of about £1,200 or more that you expend I see that about £900 come directly from general College funds. That is about twice the income that you have from your whole College endowments of £15,000?—Yes.

549. Going direct to the payment of students to attend the College? I suppose that if you had this open system of scholarships that you advocate, this expenditure would be considerably reduced, at least it would be reduced to some sort of an analogy to the expenditure of the other two Colleges upon such an object?—Yes, I take it it would.

550. And I fancy that one of the objections or evils that you are wishing to avoid is the over-expenditure of the three Colleges, in obtaining students by competition, as to the number of bursaries at each of them?—I would like to see the number of the scholarships curtailed, if that is what you mean.

551. Yes?—All round.

552. Well, yes, from College expenditure. You would like certainly to see, no doubt, patriotic Welshmen leaving special endowments for students' bursaries; that is another thing. But that a College should have to expend twice its endowment income upon bursaries from its own funds, that is my point?—I am afraid I do not know exactly what conditions rule these scholarships.

553. That is perhaps what we might get from the Principal later, as to what are the conditions, the number and extent of these bursaries?—It is rather hard to judge how far they are absolutely necessary unless one knows the conditions.

554. Yes, because you were speaking of the absolutely necessary condition which we quite understand of keeping the fees down to the very lowest—£10—which, of course, does not represent the cost of instruction in the College?—Precisely.

555. You should also spend £900 in bursaries from your ordinary funds?—That is a question that I am not able to answer.

556. (*Dr. Hill.*) Are there any regular subscriptions paid to the College apart from Lord Rendel's. Of course, sums of money are given to special purposes?—The subscriptions last year amounted to £1,211 2s. 11d.

557. Including Lord Rendel's?—Yes, including Lord Rendel's. Some of those, I think, were special subscriptions to the Law School.

558. £1,200?—£1,211, yes; outside Lord Rendel's there were £439 2s. 11d.

559. But that is not a regular source of income; those are subscribed for the most part for some special purpose in response to some special appeal?—Yes. I think, Sir, if you look at this abstract you will find that they varied very considerably. In 1901 they were £1,053; in 1902-3, £861; in 1903-4, £835; in 1904-5, £879; in 1905-6, £753; and in 1906-7, £439.

560. (*Chairman.*) The amount seems to decline?—Yes.

561. Perhaps there may be some reason to account for that?—I am not sufficiently acquainted with the details of the accounts to be able to tell the Committee the reasons.

We are much indebted to you for the trouble you have taken.

The witness withdrew.

Mr. T. F. ROBERTS, M.A., LL.D., the Principal, University College, Aberystwyth, recalled and further examined.

562. (*Mr. Ogilvie.*) I observe, Principal, that in your statement you suggest that the salaries of the senior lecturers or demonstrators should be £250?—Yes.

563. So far as I see by the prospectus a distinction may be drawn as between senior lecturers or demonstrators who are essentially in charge of a Department, that is pro-Professors, so to say?—Yes.

564. And there is another class who are working under the direction of the Professors, so as to be in effect assistant professors?—Yes.

565. Do you apply the same salary—£250—as a desirable salary in the second case also?—In the second case also.

566. Do you recognise that, if you give such a salary, you are practically giving a salary which, in the case of any except very good men, would be likely to retain them indefinitely in the College?—Our object is to pay a salary which is likely to obtain a properly qualified person for the position. It is not that we expect in the case of the lectureships necessarily that they would hold the posts for a very long time.

567. The point I am putting is that by giving such a salary, if you had a first-rate man, £250 would not retain him, but if you happened to have on occasion, not a first-rate man, with the salary of £250, he would be almost certain to remain here?—If you take the position, for instance, of senior demonstrator in a Department like chemistry, our opinion is that in view of the competition for persons properly qualified, we could not get a properly qualified man at all under £250.

568. You are quite prepared to take the risk of finding every now and again a man who was not a developable man, so to speak?—There would be that risk, no doubt.

569. And if those accumulated as years go on, you might find yourself with a selection of them?—Yes; that is possible.

570-2. You would take that risk?—I think we should have to take it.

573. (*Dr. Hill.*) Do you receive the full sum of £10 for all your normal students?—Yes.

574. You do?—That is paid by the normal students themselves, just like ordinary students in that respect.

575. (*Professor McCormick.*) You might be able to answer the questions I put to Mr. Davies regarding the bursaries and scholarships, amounting to £900. Can you give us any indication of the conditions, the number, and the amount from College funds?—The College has very small endowments. The endowments in respect of scholarships, as in respect of every other part of the work of the College, are very small, and we have been obliged, as a matter of necessity, to supplement the income from endowments in respect of scholarships by a large amount per annum from the general income for scholarships and exhibitions. For example, take the scholarship examination this year, held in September. There were 118 candidates for a total number of 23 or 24 awards, so only 24 of those could possibly obtain any scholarship or exhibition. Nearly 100 of them would, therefore, go away empty-handed, and even of the 24 the highest would only obtain £40. There are two scholarships of £40—one specially contributed in each year. Two of £40; one of £30; one, I think, or two of £25; one of £20; possibly another of £20. The rest are either £15 or £10—in most cases £10—so that they simply amount to the actual amount of the tuition composition fee. If you put that side by side with the number of candidates, the small amount awarded each year, and if you put it side by side with the circumstances of the students, and with that, that they have all or almost all to come away from their homes and live at Aberystwyth, bear the cost of their maintenance in addition to the cost of their education, I think you will see that it has been really a matter of necessity to us to make this provision, even out of the ordinary funds of the College.

576. (*Dr. Hill.*) You do not remit the fees of your scholarships, I take it, so that when you give a £10 scholarship you are practically losing nothing?—We are practically losing nothing, but the £10 is allocated to the payment of that student's fees.

577. (*Professor McCormick.*) And are these given according to needs; do you inquire into the needs of the student to whom you give this £15?—We make no inquiry; we make the award strictly on the results of the competition in each year.

578. Which would naturally, of course, give an advantage to the student who was coming from a better school. You do not give them according to schools where they were competing on equal terms?—No.

579. Do you not find, as in Scotland we find, that this is rather financing the parent who has been able in the past to send his son or daughter to a better school, to the higher schools?—I do not think that our experience points to that. I have been aware of the sacrifices which have had to be made by parents, even when their sons or daughters hold these small scholarships.

580. That is as a class, but I mean as individual against individual. Then is there any arrangement between the three Colleges that you should not unnecessarily compete in this way financially?—The examinations are held, I think, on the same days in the case of two of the Colleges. I think in the case of the third there has been some alteration, possibly an accidental alteration, which interferes with that.

581. I did not mean as to the dates, I meant rather as to the amounts. Supposing you are spending £900, and one of the other Colleges is only able to spend £300, of course it would be known that you had £900 to distribute?—There has been no agreement of that kind, but I may say that the amount we give is dictated simply by the conditions as they come before us year by year, that is to say, by the fact that I have pointed out, that you have as many as 118 students presenting themselves in a particular year, and that you have after all only a very limited amount to give them. The tendency of that has been to induce the College to supplement the endowments from scholarships.

582. If it can afford it?—Yes.

583. (*Chairman.*) You do draw students from the same counties as the other two Colleges, one in the South and the other in the North?—Yes, I think so; I think that is the case in the three.

584. Take a county where you have students going both ways, say here and to Bangor, what will determine the choice of the College in the mind of the student: is it something relating to scholarships?—I do not think so, Sir. I do not think that the offer of larger amounts in scholarships would be a substantial factor in the case.

585. It is more likely to be the advice of his schoolmaster, or something of that kind?—Yes, I find it difficult to say what would be the factor that would decide him, but I do not think that would be a material element.

586. (*Professor McCormick.*) I hardly understand you, Mr. Principal, because you said it is so absolutely necessary, you know, that they should get financial assistance?—Necessary.

587. You have found it so?—From our experience of the circumstances of Welsh students—and I should say that the same thing would apply to the other colleges as well—it is absolutely necessary that the College should provide scholarships and exhibitions to the extent that we have done, owing to the poverty of the class from whom our best students are drawn.

588. And the College which is not able to do this, of course, would suffer?—Undoubtedly.

589. (*Chairman.*) But, in point of fact, the chance of the ordinary scholar getting the assistance that he needs would be just as great at one College as at another?—Yes. In the case, perhaps, of this College, and in the case of Bangor, there would be the additional circumstances that almost all the students have

to maintain themselves here, whereas in the case of the College at Cardiff a large number of the students would reside at home. I think that is possibly an additional factor that has entered into the working out of this matter.

590. You have not any large number of residents coming to the College?—Exceedingly few.

591. (*Professor McCormick.*) Bangor and yourselves would be in similar condition in that respect?—Yes, Sir.

592. You have hardly any local students?—Perhaps Bangor would be in the more favourable condition as regards the number drawn from the immediate district, but I suppose substantially we would be very much the same.

593. Then you think it a good thing that there should be some arrangement between the three Colleges, that they should not compete unnecessarily in this way?—Oh, certainly; and I strongly advocate any arrangement by agreement with that object.

594. Which, of course, would be effectually got by Mr. Davies' open scholarships?—Yes; but I do not know whether I should be able to express an opinion as regards that particular suggestion, but any arrangement by agreement which would avoid unnecessary competition would be very desirable. At the same time, I am bound to express my opinion that in any system adapted to the conditions of Wales, a very large amount will have to be provided for scholarships and bursaries for the students attending.

The witness withdrew.

Adjourned till to-morrow at 10 30 a.m.

FOURTH DAY,

Saturday, 16th November, 1907.

At the University College, Aberystwyth.

PRESENT:

SIR THOMAS RALEIGH, K.C.S.I., D.C.L., (*Chairman*), presiding.

Sir JOHN RHYS, M.A., D.Litt.
Mr. F. G. OGILVIE, C.B.
Professor W. S. MCCORMICK.
Dr. ALEXANDER HILL.
Mr. G. L. BARSTOW (*Secretary*).

Mr. THOMAS FRANCIS ROBERTS, M.A., LL.D., Fellow of Jesus College, Oxford, the Principal, University College of Wales, Aberystwyth, recalled and further examined.

595. (*Professor McCormick.*) We understand that your University College was in existence, and that its constitution had been framed before it became a constituent part of the University of Wales?—Yes; that is so.

596. And it is probable, therefore, that the constitution of your College, having been the first, is not exactly on parallel lines in all respects with the other two constituent Colleges?—That may be so. I think, as a matter of fact, that the other Colleges in some respects may have followed the constitution that was arrived at here as the result of practical experience. I have the impression that in some respects that was so.

597. But you cannot tell definitely?—Well, there was, first of all, a body of subscribers. Then that body became the Court of Governors; the constituents of the College, I believe they were called in the first instance, and when the Court of Governors was established as the supreme Governing Body of the Council by Charter, a large number of original members were appointed who had been subscribers upon a certain scale to the College. That was the first governing body of that kind in Wales. The example has been followed by the other Colleges. The National Library again, and the National Museum are adopting the same principle of a large governing body. Since the local authorities were created the Court of Governors has included representatives of the local authorities, and in that way it has gradually grown, but upon a large basis, in order as far as possible to express the interest felt by the whole country in the institution and in higher education; and I think it is in that way that the University Governing Body has similarly become a large body, containing representatives of all the county authorities, for example. Well, then, out of the Court of Governors the Council became an executive with the actual administration of the College in their hands. That body was originally a Committee of the Court of Governors, and now it has become under the Charter the Executive of the Court of Governors, and is appointed by the Court of Governors.

598. (*Chairman.*) The Court of Governors, I believe, meets twice a year?—Yes.

599. And bodies that subscribe, of course, can only be consulted on certain definite questions which have arisen; I mean it cannot provide for the continuous administration?—No; it cannot do that. As a matter of fact, the actual control and management of the College is in the hands of the Council.

600. Then how often does the Council meet?—The Council meets about six times a year, without reckoning special meetings, which have been of fairly frequent occurrence of late years.

601. And have you a full attendance, or is there a kind of nucleus in the Council of people who attend always?—Our Council is drawn from a large district, a scattered district, and there are some members from London and Liverpool, Welshmen interested in education, who have done service to the College; so that the ordinary meetings are not very numerously attended, but when there is any special business, then

the attendance at once becomes a large attendance; people come in from a considerable distance. But we have an Executive Committee of the Council which meets regularly every month. That consists in the main of local members of the Council, and it carries on the necessary detailed business to be transacted in the intervals of the meetings of the Council.

602. (*Professor McCormick.*) What are the numbers of the Council, and of this Executive Committee of the Council, respectively?—I think the Council numbers between 60 and 70 members, and the Executive Committee, I should say, numbers 30 members or thereabouts. The attendance at the Executive Committee, however, would not be more, as a rule, than a dozen members; I think you might say an average of a dozen or fifteen members.

603. (*Chairman.*) And those were the numbers resident in the town?—Yes, in the main.

604. Then that body, meeting oftener than the others, must have a good deal of power?—It no doubt has, but I think we have been careful to keep the line pretty clear between matters of substantial importance and merely routine matters, reserving the former for the Council, in order that it might not be said that the management of the College in any way falls into the hands of the inhabitants of a small town like Aberystwyth, although their presence and their constant attention to the business of the College is of the very highest value, I need not say.

605. Supposing any change has to be made in your College Regulations, the Senate merely have advisory powers in relation to that, have they not?—That would be so. The Senate is by Charter one of the authorities of the College. As I have said, the actual management and control is in the hands of the Council, but upon academical matters the Council in the main acts upon the advice and report of the Senate. I may say that there is one question that has been brought before the notice of the Council lately, the question whether there ought not to be a larger representation upon the Council of the Senate, and a Committee has been appointed by the Council lately to look into that matter, to see what is the practice in the other newer Universities, and I believe there will be every disposition, if it is found that the practice of Universities points in that direction, to increase the representation of the Senate on the Council. At present there is one member appointed by the Senate on the Council, in addition to myself as Principal, and perhaps that is rather a small number.

606. (*Dr. Hill.*) What is the constitution of the Senate?—The constitution of the Senate has been somewhat anomalous owing to the way in which the College has grown up. It did not start with a Charter or an organised constitution, but grew up from the establishment of the College by the voluntary efforts of the people; and that has affected the constitution of the Senate as it has other matters. So that the Senate has included in the past the Professors and also heads of departments who are not Professors, and also in some cases senior lecturers in departments, of which the Professor is already a member. The last revision of the Statutes, however, effected a change to this extent, that in the future the Senate is to consist only of the Professors, and all heads of departments who are lecturers and not Professors. The numbers in the Senate therefore will be smaller, and I think that its authority and its efficiency will be probably increased by that step.

607. In practice educational matters, academic matters are regulated by the Senate, would you say?—In practice I may point out, however, that the question as to the initiation of a new department of study has rested with the Council. Any new departure of great importance, such as the establishment of a faculty of law, five or six years ago, would not be undertaken without consultation with the Court of Governors, and that would secure the fullest publicity and ample opportunity for any representations. But as regards the initiation of teaching, such as the appointment of a new lecturer, or matters of that kind which have a financial aspect, it has not been the practice of the Council to consult with the Senate, except in so far as they have a voice through their representative on the Council.

608. (*Professor McCormick.*) Something was said, I think, by the Registrar as to representation on the Council, and possibly on the Executive Committee of the Council, of the graduate element?—Yes, we have provided for that in the recent revision of the Statutes. We have provided for the representation of graduates of the College, former students or graduates who have studied here, as the Registrar said, for at least two years. And then we have provided also a representation on the Court of Governors of the Old Students' Association as such. It is a large body, which may consist of graduates or non-graduates, people who follow other careers than those which graduates enter.

609. (*Chairman.*) We have heard of their annual meeting; are they in the habit of discussing College questions, or is it merely a gathering of friends?—Well, they do to some extent. For instance, if we have a fund to promote, they generally interest themselves in that; they may discuss it at their annual meeting, and they may take steps to help us. They have established, for instance, scholarships; they had a scholarship for two or three years for the encouragement of advanced study, and to the various subscriptions that we have been raising from time to time, such as subscriptions towards the building of the National Library, for instance, the old students contributed a very large part. Then, for example, I might mention a workmen's institute that is carried on by the students as a sort of miniature University settlement. That was started as a result of a suggestion made at one of those annual Old Students' gatherings, by the late Mr. Tom Ellis, who was a former student of the College, and when he died the old students contributed £100 towards the cost of purchasing the house, and they have a tablet there to say that this sum was contributed by them towards the purchase of the house, in memory of the late Mr. Ellis. In various ways of that kind, the Old Students' Association certainly assists the College very materially, and I do not think it would be possible to overstate the degree of interest felt by the old students in the College. I do not know quite from what causes, but it certainly is the case in a remarkable degree.

610. You feel on the whole that, for instance, in the Executive Committee of the Council, it might be advisable to have a greater proportion of academic representation?—Yes.

611. I do not say professors; I do not know whether it would be of any interest to the professors themselves, but I mean more people who knew the exigencies of academic training?—Yes; I am inclined to think that the more of that element which is introduced the better.

612. It might be got from the graduate element of the College?—Yes; I think so. Perhaps a distinction might be drawn between the Council and Executive Committee of the Council in that respect. The Council meets less frequently than the Executive Committee, and the Executive Committee is a smaller body. It is just possible there may be a danger, if you increase the professorial element considerably, that it might preponderate in these occasional small meetings of the Executive Committee that are held here, and that in that way there might be some danger of the responsibility in regard to the finances of the College not being considered to rest upon the lay members, because a great deal of the detailed business of the Executive Committee is of a financial nature. But in principle it is my opinion certainly that the representation of the Senate on the Council, the presence of a large academic element on the Council, is invaluable.

613. Surely there would not be much danger of that in 30; you say your Executive Committee numbers about 30?—I said that it numbers 30, but I said that the average attendance would not be more than 12 or 15, and I think perhaps a lesser figure might be nearer the number. Well, that is not a very substantial matter either way.

614. (*Mr. Ogilvie.*) The Council numbers 50?—The Council numbers between 60 and 70.

615. (*Professor McCormick.*) The elected members are given; there is no mention of the Executive Committee of the Council?—It is the Finance Committee.

616. Do you not think it is somewhat large for an Executive Committee, a Committee of 30?—Well, it may be large. I think what we have tried to do has been to include as many of the members from the district, as well as from the immediate locality, as we could.

617. There are 55?—Well; I over-stated the number of the Council.

617*a*. And these are elected by the Governors?—By the Governors.

618. Except those that are elected by the Graduates' Association or old students. There are two?—Yes; there are some representatives of other Universities.

619. (*Chairman.*) Does the Senate elect its own representatives?—Yes.

620. (*Professor McCormick.*) Do you find that these representatives from other Universities come to your meetings?—Yes; they attend as often as they can. Of course, there is a difficulty there because of the distance, but I may mention the late Mr. J. A. Doyle as a distinguished member of Oxford University, whose presence on our Council was of the highest value to us for about 13 years, and whose death last August we had occasion to deplore very much in the interests of the College. There is a point as to the Science and Art grants, I think, Sir, that arose in the course of the Registrar's evidence. The Science and Art grant is stated in the abstract of College income to be £223 15s. for 1901-2, but it varies considerably. It rises in 1904-5 to £699 10s., and then descends to £366. I think a question was asked by a member of the Committee with regard to that. All I can say with regard to that is that the item consists of grants in respect of drawing, for drawing instruction for normal students, and grants in respect of nature study, scientific instruction specially provided for the needs of students in the Training Department. The Science and Art Department, the secondary branch of the Board of Education, makes special grants in respect of that instruction, and the variation may be due to the fact that the nature study addition was made for the first time some two years ago, and did certainly occasion a considerably increased grant. Apart from that the drawing grant, for instance, varies according to the number of students obtaining the instruction, but there is a certain scale upon which the grants are made by the Board of Education.

621. (*Mr. Ogilvie.*) And that still is a separate grant?—That still is a separate grant.

622. Under the Training College Regulations for the Training of Teachers?—That is so.

623. (*Professor McCormick.*) As you have mentioned that Department, there is just one point that I did not get explained to me when I was talking to Professor Watson this morning. He said that while training college grants cover expenses so far, with regard to primary teachers whom you were educating, you got no grants from the Education Department in connection with anything you did in the education of secondary teachers?—No; we get no grants for that at all.

624. Is there any hope that under the Welsh Education Department now things might be altered?—We have been given to understand that the matter has been occupying the attention of the Board of Education for some time before the creation of the Welsh Department of the Board, and I believe that special grants for secondary education are in contemplation, in which case I presume that we could obtain our due share.

625. (*Mr. Ogilvie.*) How is it that you are prevented from registering as teachers and training teachers those who may go to teach in secondary schools now?—You mean as teachers in the Day Training Department?

626. Yes?—Well, the Day Training Department is confined to teachers who are pursuing a course of training in the College as a day training college recognised under the Code, and these teachers enter upon an engagement when they enter the College that it is their *bonâ fide* intention to pursue the calling of an elementary teacher. That is interpreted in the Code somewhat broadly, because it may mean employment in an elementary school or an advanced elementary school, or a pupil teachers' centre, or a training college. Several of our students have been appointed upon the staffs of training colleges, and a large number are employed both in England and Wales upon the staffs of pupil teachers' centres. Further than that, the Welsh intermediate schools have in most of the Welsh counties been recognised as pupil teachers' centres, so that the students trained in the Day Training Department as elementary teachers may now even take employment in county schools under the Intermediate Education (Wales) Act, where these schools are recognised as pupil teachers' centres. It is becoming a wide field of service, but all the students are obliged to comply with the conditions laid down for the time being in the Code.

627. Are there any students who are prepared to sign an undertaking that they intend to become teachers in secondary schools who are not prepared to sign under the conditions you have just stated, the document that is put before them now? I mean how far?—Yes, I understand. Well, I think very likely there may be a considerable number who would be prepared to undertake to serve in secondary schools, who might not be prepared to undertake to serve in elementary schools.

628. Well, elementary schools with the interpretation that you have described?—Yes, with the meaning that I have described. There is a difference in the minds of those who are preparing to become teachers between a secondary grade and the primary grade, and perhaps that would have an effect.

629. Yes, because as you have described it, the exclusion is limited practically to those who are prepared to become teachers in secondary schools in England, but not in secondary schools in Wales, because the most of the secondary schools in Wales come under one or other of the categories that you have just mentioned?—Yes, that is so. There is a type of secondary schools in England, in which I understand day training students are allowed to serve, namely, secondary schools established under the Board of Education's regulations by municipal or public authorities. That is a further extension of the limits of service.

630. (*Professor McCormick.*) They have the same extension in Scotland?—It is the same.

631. (*Mr. Ogilvie.*) But with all these extensions, do you still think there is a substantial restriction as against preparation for teachers of secondary schools?—I may say this, that I think everything points to its becoming practically the same thing, by becoming one question, that of primary or secondary teaching. The students who enter the day training department here are very largely drawn from the same classes exactly as we should draw our students who are trained for secondary instruction. I think if the State is deciding to undertake part of the maintenance of secondary education and secondary training, that it would probably be found there are just the same reasons for doing so.

632. But, as a matter of fact, in the circumstances of this College, and the probable employment of the students who have been trained here as teachers, the effect of the existing regulations does not exclude, to any extent worth considering, the preparation of people for offices in secondary schools?—The wider openings have been occurring year by year, I mean, and the chief of them are matters of the last couple of years, but in the past there have been restrictions; they are diminishing.

633. Oh yes, I quite agree.

The witness withdrew.

Mr. TREVOR THOMAS, President of the Students' Representative Council, University College, Aberystwyth, called in and examined.

634. (*Chairman.*) We understood that there might be some point on which the Students' Representative Council would desire to make a representation, and if you care to put that before us now, we shall be glad to hear it.—On what, Sir.

635. (*Professor McCormick.*) Had you a representative at the Students' Congress?—Yes, at Edinburgh the year before, and Liverpool last year.

636. There was one point as to the powers of the University College authorities, giving any of their funds towards the support of the Students' Union or the Students' Representative Council. Can you tell us what the financial position of the Students' Representative Council is?—Well, we have an amalgamation fee of 15s. for men students, and 8s. for lady students. That covers most of the College societies. There are a few who do not join. We hope in the future to be able to reduce this somewhat, but at present it is impossible, owing to the athletics field. We have to pay a large rent for an athletic field, and the Amalgamation Fee Committee make a grant of £50 a year towards that field, and it hampers us.

637. Which Committee?—The Amalgamation Fee Committee. We have an Amalgamation Fee Committee appointed by the Students' Council, which controls all the finances of the societies which come under the amalgamation fee. The Amalgamation Fee Committee makes grants at the beginning of the session to all the societies which come under its control. They make a grant to the Students' Council and various other societies. That is the way in which the Students' Council is financed.

638. (*Mr. Ogilvie.*) Do all students pay these fees?—Well, the majority of them.

639. Is it a voluntary fee?—It is not compulsory, but we hope we have tried to make it compulsory by doubling the original subscription to each society in the event of anybody not paying the amalgamation fee.

640. That is the amalgamation fee of 15s. for men and 8s. for women replaces fees which in the aggregate will amount to a greater amount?—Yes; they would.

641. Even for a limited number of societies?—Yes; for a limited number of societies.

642. (*Dr. Hill.*) But it is still open to a student to join a particular Society?—Yes; but they have to pay double the original fee as a subscription.

643. (*Mr. Ogilvie.*) And as a matter of fact, how many members, do you remember approximately, do pay the amalgamation fee?—I do not know the exact number yet, because some people cannot pay it straight off at the beginning of the session; they wait for a month or so. I do not think there are more than 30 or 40 who have not paid up till now.

644. (*Professor McCormick.*) Then do these fees represent your whole income?—Yes.

645. Or do you get any grant from the College?—No grant at all.

646. No grant from the College?—No grant at all towards the amalgamation fee. In Cardiff they are able to charge 6s. as the amalgamation fee, which entitles a student to join all societies, but they are able to do that because they have made the fee compulsory, and they get a grant from their College Council towards the amalgamation fee. We have nothing of that kind.

647. That is from the funds of the College?—Yes.

648. (*Chairman.*) Would you say that your societies in the College are in a flourishing state?—Yes, Sir.

649. You have good debates?—Yes, excellent, Sir. Being under peculiar conditions, we have had to provide for ourselves, which in the natural course of events we have done with success; because each one has had to work towards the success of societies, which in the past has been of his own making.

650. (*Sir John Rhys.*) Did I understand you to say that there are a few societies who had not joined, or a few individuals?—No, a few societies; the Celtic is one.

651. How is that; do they feel strong enough to go on by themselves?—Yes. And the majority of students would not join it in any case, so they decided that they would keep it to their own members. They charge a subscription of 1s. The Scientific Society and the literary societies were added to the amalgamation fee scheme last year.

652. (*Dr. Hill.*) Is the scheme responsible for the College magazine?—The people who join the amalgamation fee are entitled to a reduction of a portion of the cost of the magazine. The magazine is priced at 2s. 6d., and the people who join the amalgamation fee are allowed to have it at 1s. 6d.

653. Does your Council edit it?—The Council appoints a Magazine Committee, consisting of an editorial board, chairman, a member and a lady member, three treasurers, and so many members of the Committee.

654. But it is managed by the students?—Entirely by the students.

655. (*Mr. Ogilvie.*) And who are responsible for the finances of the magazine?—The Magazine Committee.

656. Are the accounts of the Amalgamation Committee audited annually?—Yes; the Students' Council appoint an auditor at the end of each session, and the accounts of all societies are audited by him.

657. Is he on the staff?—A member of the staff; usually a junior member of the staff.

(*Chairman.*) We are much obliged to you for coming, and for the information you have given us.

The witness withdrew.

Mr. J. H. DAVIES, M.A., The Registrar, University College of Wales, Aberystwyth, called in and examined.

658. (*Chairman.*) Mr. Davies, we will take your points in your order, and you shall make any statement that you wish to put before us, and on each point the members of the Committee will ask for any explanations that they need?—I will take these groups of statistics, if you please, and I make the first point on the statistics of students, 1891 to 1907. The number of Welsh students is gradually increasing. You will see that the annual average, taking 1891 to 1896, is 44 for North Wales, 110 for South Wales. That has increased in the present year to 79 from North Wales and 270 from South Wales, which is the largest number we have ever had of Welsh students. By Welsh students, I mean students coming from Wales. They may be of English parentage, but they live in Wales. On the other hand, the people who are of Welsh parentage living in England are counted as English students. The decrease in the numbers of English students, which is rather striking, from an average of 159 in 1896-1901 to 95 in 1907-8, is attributable to the fact that opportunities for higher education have increased in England during the last few years by the establishment of the Universities of Manchester, Liverpool, Birmingham, Leeds, and Sheffield. In former years the College drew a very large number of students from the districts now served by these Universities. A glance at the scholarship list of ten or fifteen years ago would show that the major portion of the scholarships were given to students from the Midlands and Yorkshire. Now, it is a comparatively rare thing to see more than two or three men from the Midlands and Yorkshire in our scholarship list. As against this, owing to the fact that so many of our students

take teaching posts all over England, they recommend their pupils to come here, and we get a large number. Many of the English students who come here are people who have been specially recommended by their teachers, who are old graduates of the College; so I doubt very much whether we shall ever go much below an average of 95 as regards English students in the College. The increase in Welsh students is very marked. There are more Welsh students in the College this year than there have ever been before. The large majority of these students matriculate before entering the College. At present there are only 30 non-matriculants in the College, inclusive of four agriculture diploma students, five dairy diploma, and three other agriculture students. Of the remaining 18, 12 are preparing for matriculation, so there are only six special students here. It may be stated that all the men and women in the College are students who are preparing themselves with enthusiasm and earnestness for some career in life. The fact that the percentage of non-matriculants is so low is sufficient proof of this, and two other facts may be adduced in support of this view: (1) of the 444 students only 28 reside in Aberystwyth.

659. (*Dr. Hill.*) Their parents, you mean?—Their parents reside in Aberystwyth. Of that 28, 19 are degree students; they have matriculated. There are nine students left. Of those, three are preparing for preliminary examinations, legal and medical, and five are preparing for the matriculation. That leaves one student, who is a music student, who belongs to a community of nuns in the town; she takes lessons in music, so that all the town students are really serious students. There are 181 new students this session, and I have made an analysis, as far as it is practicable, of the occupations of their parents. Nineteen of these students have given us no information, or their fathers were dead, and they do not state what their fathers were; and two of them are members of a French religious community in the town, so that I account for 160 in these statistics out of the 181. I have divided them up into men students from Wales, women students from Wales, men students from outside Wales, and women students from outside Wales. I can give the statistics from each of these classes, but first of all I will give the total statistics. There are two students who are sons of people living on their means.

660. (*Sir John Rhys.*) Only two?—Only two who have entered this session. Fourteen are children of professional people, such as lawyers and doctors; 13 are children of civil servants and clerks; there are a good number of the children of Inland Revenue officers; 10 are children of teachers; 5 are children of clergy of the Church of England; 13 are children of Nonconformist ministers; 5 are children of sea captains; 23 are children of farmers; 39 of tradesmen—that would be small tradesmen; and 36 belonging to the working classes—that is, miners, tinworkers, colliers, or agricultural labourers. Large classes are farmers, tradesmen and working men. They account for 98 out of the 160, and they are divided as follows between England and Wales; there are 14 boys from Wales, the sons of farmers, and 9 women; and no men or women from England, children of farmers; 7 boys from Wales, who are the sons of tradesmen, and 15 women the children of tradesmen; 4 from England and 13 women, the children of tradesmen. Of the men, 29 from Wales are the children of parents who belong to the working classes, and 5 women; and no men from England, and 2 women from England, both normals, are the children of people belonging to the working classes. There is one rather striking disproportion that I should like to call your attention to, namely, the fact that of the so-called lower class, the working class, there are 29 men from Wales and only 5 women. The only way I can account for that is this: all the women have to live in the hall of residence; the lowest fee at which a woman can get rooms there is £31 10s. a session. If you add to that £11 for the College fee, it means £42 10s., and I think we find that it is quite impracticable for the children of people such as miners, agricultural labourers and tin-workers, and colliers, to pay that price for their daughter's education. In the cases where they have done it, they are mostly normals, and people who have got scholarships. This is all I have to say about the students. Is there any question you would like to ask about them?

661. I should like to know whether you noticed that the women students from Wales itself were very few in the beginning?—Yes, that is so.

662. And they have been gradually getting up?—Yes.

663. Because the women were so badly educated in Wales?—Yes, of course, things have changed altogether.

664. Since the intermediate schools have been established?—Since the intermediate schools have been established, yes.

665. It was deplorable; at first there were scarcely any women?—Yes. Now there would be a majority of women in the College.

666. (*Professor McCormick.*) What is the proportion of Training College men and women students?—I could give the numbers of all those.

667. I mean a general impression; are there more women coming forward to be teachers than men?—There are fewer from Wales proportionately. For instance, the present year we admitted a large number into the Training College, and all the men with one exception were from Wales. They came up to our qualifications; that is, as a general rule, we require that they should have matriculated in the Welsh University before entrance, and that they should have had experience of teaching.

668. That was not the point; it was with regard to the proportion of the sexes in application?—Well, there would be a far larger number of men applying for admission.

669. That is, of course, unusual, in comparison with England and Scotland?—Yes, but we require them all to enter upon a three years' degree course.

670. (*Mr. Ogilvie.*) Men or women?—Men or women. That makes the difference; the women are not prepared to do that as a rule.

671. (*Professor McCormick.*) In Scotland there is a very great majority of women.

672. (*Mr. Ogilvie.*) What are the figures this year?—I could give you them. I have not them before me, but, generally speaking, I think that half the women normal students we admitted this year were from England.

673. And what proportion did the whole, as a whole, bear to the men as a whole, roughly?—I think 29 men and 35 women were admitted, and 16 of those women would be English, and one man.

674. (*Professor McCormick.*) After all, there is a majority of women students to men students of that class?—No, I do not think there is in the whole College.

675. No, but in entries?—Yes, for this last year, the reason being that the previous two years there has been a majority of men. And the women also did not do as well here. The women normal students do nothing like so well as men students do. For instance, they did badly in the last examinations in June, 1907. We require the normal students to pass in at least two intermediate courses. The men students, with three exceptions, did that; out of 27 men, I think 24 did that, and in those three cases there were special circumstances accounting for their failure, such as illness. Of the women, of about 24 women, I think, only 12 succeeded in doing that; another 12 only passed in one subject, or did not pass in any subject at all.

676. What happens in that case?—They are kept on then for a year, and they get their certificate.

677. For a further second year?—Yes; so they do not go in for their degrees.

678. They are not allowed to go in for their degrees?—They cannot; they require an extra year; the second year does not count. I would like to say something about the financial state of the College.

679. There is just one more point with regard to the normal students: you are limited to a certain number?—154. We do it as far as we can. We

always aim at that course. We would prefer the women to be in the majority, perhaps, rather than the men. I should not say we have any preference; it depends on circumstances. We aim at having them equally divided.

680. (*Sir John Rhys.*) Why have you a preference for women?—Well, you see, we have a Hostel.

681. Yes, oh yes.—And we can look after the women. We keep them in the Hostel; we have more hold upon them in a sense than we have upon the men.

682. That is from a discipline point of view?—Yes.

683. (*Mr. Ogilvie.*) Do you find any marked difference in the readiness with which the men and women respectively obtain situations on leaving?—I think all the normal students obtain situations very readily. I seldom hear of a case where they do not succeed in getting a situation, and it is an uncommon thing for any graduate not to succeed. There would perhaps be three or four graduates every year who did not obtain situations. That is very often due to themselves; they are shy, and they do not push themselves at all.

684. (*Dr. Hill.*) Do they for the most part obtain their situations in Wales, or do they go elsewhere?—A very large proportion go to England.

685. A large proportion; a majority?—I could not say as to that; I have not the statistics by me, and I should not like to express an opinion. Of course, they communicate with me about various things. The degree ceremony takes place next week, and they are writing to get tickets. They come here to be capped. Well, a very large number of the applications come from England, which shows that they have situations there.

686. (*Sir John Rhys.*) Have you any means of keeping them in sight; do you keep a book, and ask them to give their address?—Yes; we take a great deal of trouble about that.

687. But you find it difficult, of course?—It is not so difficult as you would think. They are very much attached to Aberystwyth, and they come back here to what they call the reunion in Easter week. They come here for a fortnight, and we always have from 200 to 300 of the old students who come back here; they meet their old friends, and they arrange excursions and dances, and that kind of thing, and have a very good time for a fortnight.

688. (*Professor McCormick.*) Have they any position in your constitution, as in Scotland?—Yes, they have; they have the Old Students' Association, which consists of those students who have left the College, and who pay 2s. 6d. a year towards the Society. They have the power to elect three representatives on the Court of Governors of the College, and one member of the Council of the College.

689. That is the graduates?—I am not speaking of the graduates; those are the ordinary students. All the graduates of the College have the right to elect three Governors on the Court of Governors.

690. Besides those others?—Besides those others, yes.

691. (*Chairman.*) What is a graduate B.A.?—A B.A. of Wales, or a person who has been two years in this College, and has graduated afterwards. And we also have an agency here, which is run from the Registrar's Office, to get places for these people. They pay 5s., and we let schoolmasters know, and they communicate with us when they have a vacancy, and we send them the names of students on our books who wish to have a position, and who are suitable in our opinion. It is a kind of scholastic agency; it has been running for about a year, and we have been able to get a good many places for our students in that way.

692. Shall we go to finance now?—The tables as to finance: Table 10, about the middle of the bundle, Abstract of College Income. I have made two abstracts. The first is the abstract of the College income from the years 1901 to 1907, showing an analysis of the accounts for each year; and the next is the abstract of the College expenditure over the same period, divided up under 18 heads. As regards the income, the College derives its income from six main sources—first, Government grants, students' fees, subscriptions, county council grants, dividends on investments, and miscellaneous sources. A reference to the balance sheets of the College will show that, in spite of the grant from the Board of Agriculture—I will take that first under the heading (B)—which is £800 a year, it is not sufficient to cover the expenses of the Agricultural Department. This is due to the fact, which is recognised by the Board of Agriculture, that farmers are not yet awake to the advantages they will reap from a scientific study of the subject, and consequently the number of students is small. Of the 59 students who are pursuing agricultural studies at the College this term—inclusive of a short course which numbers 41—only seven have not obtained special grants either from the counties or from the College. That amounts to this: that we have to pay them a bonus to come here. There are only seven here now who are paying their own fees, and that is rather a large number; I do not think we have had as many as that before.

693. (*Dr. Hill.*) Out of how many, did you say?—Out of 59; but, of course, of that 59, 41 are only here for this term; they are short course students, and three of them are paying their own fees, three of the 41. Then as regards the grant from the Board of Education, all the students in the Day Training Department are matriculants of the University, so that they are here in a dual capacity: (1) As Day Training students; and (2) as University students. The Board of Education recognises its obligations, in as far as they are Day Training students, and makes liberal grants towards their training and maintenance. The students pay a fee to the College for their Academic or University work, and the College charges a proportion of its expenditure on teaching and administration to the Day Training Department Account. I have explained to the Secretary the way in which we divide up all our expenses and charge so much, a quarter, to the Day Training Department Account.

694. (*Professor McCormick.*) For the use of the buildings, I suppose?—Well, I do not think we charge anything for that.

695. For the gas, the electric light?—For the gas, electric light, caretaking, administration of all kinds, all the expenses which the student may be said to cost the College while he is here.

696. It must be difficult accurately to judge all these points?—It is not possible to do it; we have an arrangement with the Board of Education of an apportionment of a quarter. It is generally understood we charge a quarter of our total expenses.

697. (*Dr. Hill.*) That is not proportional to the number of Day Training students?—At present we ought to charge more, nearly one-third, but in the past it has been rather an advantage to us.

698. (*Professor McCormick.*) It seems, however, you are in a better position as regards the Training of Teachers than they are in the Scotch Universities, where it is run with separate committees and separate departments altogether; and the University has to treat the Training College students just as ordinary students, and receive their fees, for which they get the privileges of the students as a whole. Of course you are on better terms with the Education Department than that?—I do not quite see the distinction. They are ordinary students with us, and they pay their fees in the same way as the ordinary student, and they are also Day Training students, and we have a separate staff to deal with them.

699. Oh, yes; it is merely for the day training part of your work that you charge anything extra beyond the University fees to these Training College students?—No, that is not quite the case.

700. That is the case in Scotland?—Yes.

701. They are University students while they are in the University, and any Training College extras that they have to do are arranged by what are called the Provincial Committees, which are entirely separate bodies from the University; so that so far as the University has financially or otherwise to do with the Training College students, they are merely University students whose fees might have been paid by the parents?—Yes, well, of course, that is not so. Finan-

cially it does not amount to much, because shown in that way we show a loss in the working of the Day Training Department every year.

702. You do not mean by that, that you would be better without it?—No. I think that would be so as regards the Agricultural Department from the purely financial point of view, but it is not so as regards the Day Training Department, on which we show a loss of £509 for June, 1907, and £574 the previous June. That is a loss on paper, because we cannot divide out the exact expense, the cost of these Day Training students to the College.

703. I see that you got from King's scholars £1,270?—Yes, that is the Government grant.

704. That is the Government grant apart from the fees?—Yes, that covers, of course, their day training fees; that does not represent the College fees at all. Their College fees would be included in students' fees, in that £4,909.

705. For instance, under the head of laboratories and museums there; the Day Training Department's account; that is the general accounts of the University College I am reading from; you had expended for 1906-7, £123 15s. That would not mean that these were laboratories and museums attached to the Day Training College?—That will be one quarter of the expense of the laboratories.

706. Of the University College laboratories?—I expect it will total out to that if you compare it with the figures on the second page.

707. Then the same with the Library probably?—That would be the same.

708. They just run one quarter of your University College Library?—That is so. It is not the same with all these items; but it is with most of them.

709. Then the items for scholarships?—That would be a separate thing; that would be money paid out of College funds.

710. They have already their distinct grants from the Board of Education of £30 and £35; are these scholarships in addition?—Yes, in addition. It is divided up really into very small amounts: a good many of them are £5, but it is as a kind of encouragement to the best normal students, and it is strictly for normal work, the work in the Normal Department, not for academic work.

711. It is in addition to what the Education Department have already granted to the students?—Yes; in the nature of a prize, rather than an exhibition or a scholarship.

712. Then the incidental expenses amount to £93 6s. 6d.?—That would be divided out again.

713. Again a quarter?—Yes; but medical attendance, for instance, would not be.

714. That is an extra?—Or expenses of practising work. Then shall I go on.

715. (*Chairman.*) Yes, please?—Income received from subscriptions.

716. (*Professor McCormick.*) Do you say anything about the Science and Art grants?—No; I have nothing to say about that.

717. On what basis it is got?

718. (*Mr. Ogilvie.*) Upon what work does it depend?—I think the Principal can answer that question better than I can, because he is the Correspondent of the Department.

719. It seems to show very great variation in the past two years—from £193 to £700?—I am not sure that I can account for that. Shall I go on, then, to consider the income from subscriptions and benefactions?

720. (*Chairman.*) Yes, please?—Under the two headings I take them—the General Fund and Scholarship Fund. Of course, a certain sum of money has been invested from time to time for the purpose of furnishing scholarships. The money received from the latter source (that is the Scholarship Fund) is ear-marked, and cannot be used for general College purposes. That received from the former source produces an income of just over £300 a year, which represents the only permanent endowment of the College. That represents sums which have been from time to time left to the College; the total is about £16,000. The College was founded in 1872, and was solely maintained for 12 years by private subscriptions which amounted to nearly £60,000. Had the College received a Government grant from its foundation, as the sister Colleges in Cardiff and Bangor did, then the great bulk of this sum would have remained as an endowment. This fact ought to be taken into consideration in calculating the amount collected for purposes of endowment. From the books of the College, which I produce, it will be seen that it is made up of but very few large subscriptions, and that the bulk was obtained in small sums. Later on I have the exact figures of the totals of different periods which were collected in this way. Then the income from county council grants. The county councils have contributed liberally in comparison to their resources. In considering the contributions made by the county councils towards the support of the College, it should be taken into account that the seven counties affiliated to the College have each a rateable value far less than of any English counties, if we exclude Westmoreland, Huntingdon and Rutland. Carmarthen is by far the largest county we have in our district, and that is just about the same as Westmoreland. The other counties are very much similar to Huntingdon and Rutland; they are very small counties. The total rateable value of the seven counties is about two and a half millions, which is about the rateable value of counties such as Derby, Leicester, Norfolk, Worcester, or the North Riding or the East Riding of Yorkshire. In all these counties, of course, the new Education Act is in force, and they are spending a great deal of money, not only on elementary education, but on intermediate education as well. Now, I want to make this point about the moneys which we receive from the county council. The College gets only an indirect advantage from these county contributions, as the councils demand their *quid pro quo*, as will be seen from the tables which I have got here. They vote a halfpenny rate, perhaps; some of these councils vote a halfpenny rate for the purposes of the College every year, but they want their return. They demand to have a certain number of extension lectures, and they also send so many students to the short courses in agriculture and the short courses in dairy work, and I have worked it out that since the Agricultural Department has been founded, instead of our making any profit we have lost very considerably on the transactions. I can show it to you in a concrete manner in this way. We will suppose that we have an extension lecturer in Agriculture in the College, and supposing he were engaged all the year round every week, the utmost he could do would be to deliver 200 lectures in the course of the year; that is, on four days a week, because he could not possibly deliver more than four lectures a week, owing to the fact that the district is such a large one. We would receive from the counties for that work, at the rate of £10 for four lectures, £500. We cannot get a man who can do that work well, because we require to have a very experienced man indeed to give lectures in agriculture. He is lecturing to people who know a great deal about the subject, who are all farmers, who put posers to him, and there is no good sending an inexperienced man into those districts; we have to get a good man, and pay him a salary of at least £200 a year. The travelling expenses for last year came to nearly £200, though the man was not occupied all the year round and only 98 lectures were delivered, so that we are bound to make a loss, and our loss has been as high as £300 a year on these extension lectures in agriculture, so that the Agricultural Department, instead of being an advantage to the College, is really a drain upon it, and has been a drain upon it from the very start. Of course, it may be said, why do we continue the Department, but we do that from public motives; we get a grant from the Board of Agriculture, and we think it is a very desirable thing, and we can see the immense benefit which has accrued to the country districts from this Department. It has revolutionised farming, I may say, in mid-Wales. And the same applies to the Department at Bangor, which has done excellent work.

721. (*Professor McCormick.*) Your remarks point to the conclusion then, do they not, that one should almost adopt the Scottish method of keeping the Agricultural College financially separate from the University College proper?—Well, it is purely on the side of convenience that I am arguing now.

722. Like the Training College; in both these respects they are financially separate?—If I took the other side, and showed you that great advantage had accrued to the College itself from its connection with the Agricultural Department——

723. Of course, there is a connection in Scotland, and the students of any of the three Scottish Agricultural Colleges, are recognised by the University for their degrees, and the classes are the only University classes for the degrees, but the financial separation is absolute?—That is really a question that I could not express an opinion upon, because one would have to have experience of the working of the two methods before one could give an opinion that would be of any value. And one realises here that there is a benefit in having the Agricultural Department on the premises, as it were. We get students; for instance, it has not been an uncommon thing to get a farmer's son, a rough boy, a young lad from the country, who can hardly speak English. He will come up here to the short course for seven weeks this term. He will be a bright boy, and he will come back for the course next term; and that boy will begin in that way, and he will finish by taking his B.Sc. in Agriculture, and becoming a really capable man. He gets his chance, which he would never have had in any other way, and he is an asset.

724. Financial separation would not interfere with that; it is part of the University Society?—No, I do not know. Well, I have said the Counties demand, as it were, their *quid pro quo* for all the money that they subscribe. But I should like to mention one exception, which is rather interesting, and which rather points to a new state of things, and that is as regards the College farm. We run a farm jointly with the six County Councils of mid-Wales. The financial responsibility is upon the County Council and not upon the College; they have agreed to that. Each of the County Councils makes a grant towards the maintenance and equipment of the Farm, and the Board of Agriculture also makes a grant of £200 a year. Now, the Farm is situated near Aberystwyth, and it is interesting to find that these County Councils are prepared to make a grant towards an institution outside their own Counties, and not administered by their own students or their own men. And that is the only exception I think that we have had to the general principle that they require the work to be done in their own Counties.

725. (*Chairman.*) Yes?—I have also statistics as to the Farm.

726. (*Professor McCormick.*) What is the net cost of the Farm; does it pay?—Well, it does not pay; oh, no, there is a loss. The loss on the first year's working was £61 10s. 8d., after receiving grants amounting to about £400 a year from the Counties and the Board of Agriculture; and the loss last year was £156.

727. (*Dr. Hill.*) And that was borne by the Counties?—And that was borne by the Counties.

728. (*Professor McCormick.*) And it is not included in the County Council grants here?—No, it is not included, but I have a table at the end; it is not included in that at all. The total amounts I can give you when I come to it.

729. May I ask how much of that head 4 of £795 last year went in the way of scholarships; was there any of that went as scholarships to students from the various Counties coming up?—Oh, yes, a great deal of it.

730. So that a part of that income under 4 would come in as expenditure under 2; would be included in that 2 expenditure?—The word scholarship perhaps one should not use with regard to them; bursaries would be the correct term to use, I think, in this way; they are not scholarships after examination. The term scholarship is applied to them. The County Council makes a grant (it does not examine) to 12 students, perhaps of £6 a term—something of that kind, it varies in every county. That covers, we will say, the College fee. Students come here, and we receive that amount straight from the County Council, so it really only represents their fees for the year; it is not included in the scholarships or exhibitions.

731. It is not represented in your expenditure at all?—No.

732. Although it is included in your 4th head of County Council grants?—It is under County Council grants.

733. And not under expenditure?—Oh, yes, of course, it is under expenditure in this way: that it is under salaries, for instance, and it comes in that way. The money received from the County Council grants is divided up in this statement of mine between salaries and all the other expenditure of the Agricultural Department in a separate balance sheet.

734. You would not put it rather under students' fees?—Well, some of it comes in under students' fees; no, I beg your pardon.

735. I mean, if the County Council pays fees for students, should it not come under head 2 of students' fees, because it does not matter to you by whom they are paid?—It does not come, as a matter of fact; those two things are quite separate. £4,909 does not include agricultural students' fees, and they are included in this £795.

736. And they do not come under grants to students, maintenance grants, or whatever you call them, bursaries?—These come under maintenance grants as well, and some of these are included in this table. It is very small—£2 a student, or even less than that.

737. (*Mr. Ogilvie.*) That is to say, that so far as the County Council gives maintenance grants to those students, the grants pass through the University books?—Pass through the University accounts. We send a bill "To 12 students, fees so much; maintenance so much." They have already let us know what the amount is, and they pay it in a lump sum, and it passes through the College accounts in that way.

738. (*Professor McCormick.*) The provision of scholarships to students from various counties, one would think, would be one of the things which would appeal especially to the county council, but the College seems to do most of the support from their own funds?—Well, we do get scholarships, of course.

739. From individuals?—Yes; but we have not succeeded in getting our county councils to do that to the extent that they have at Bangor, for instance.

740. In Bangor it is a very important addition?—They have been able there to get the county councils to give scholarships. It is not an easy thing to persuade a county council to give one farmer's son £25 to come to College, when they could send six of them for a short course for the same sum. They look at it in that way.

741. That is, supposing county councils are alone interested in the Agricultural College; but I imagine so long as they found you willing to pay £900 out of your own funds for the support of students, they are not likely to?—Perhaps this would be a good opportunity to explain that point about our payments out of the College funds for scholarships. This is the prospectus of the College, and this contains the regulations as to scholarships and exhibitions. At the last scholarship examination held on September 17th, 1907, we granted a certain number of open scholarships and exhibitions, and closed scholarships and exhibitions. Of those, one open scholarship of £20 was given by the College to students intending to proceed to the degree of B.Sc. in agriculture. Now, we try to get hold of students of the agricultural class in that way, because we have a grant from the Board of Agriculture, and we have the right to devote some part of it to purposes of this kind. We take that view, but that does come out of the College funds—the £20. There are five exhibitions of £10, amounting in the total to £50, which also come out of the College funds. As to the closed scholarships, one scholarship of £20, and five exhibitions of £10 come out of the College funds. Those amount together to £140 a year. Out of the College funds we give £140 in September of every year as scholarships to students entering the College.

742. For three years?—For three years. Now, that only accounts for £420 out of the £900. I want to explain how the rest is made up, to show you the difficulty we are in in the matter. There is the David Davies scholarship of £40 for two years. At the end of the second year it drops, as far as that student is concerned. The matter comes before the Senate of the College, and they say: "Here is this student, who is one of the best students we have in the College; are we going to drop his scholarship altogether?" They feel they cannot do that, and so, perhaps, they recommend the council to vote £30; drop his scholarship £10, something of that kind. The same thing happens with regard to all these other scholarships. The Visitors' Scholarship of £30; that is only for one year. At the beginning of the second year the student is without anything, unless the College makes some provision for him, and it is in that way really that this sum of £900 is made up. Now, that is not in any sense competition. I maintain we do not compete with any other College for these people by giving large scholarships, it is simply our provision for our own students, who are in College, and whom we know to be doing excellent work.

743. My point was rather the loss to the College finances from this. Would it not be well to get the donors to alter the conditions of these grants; would it not be much better for a man to get £25 for three years?—I am all at one with you about the general question. There is no doubt, if we could get people to give scholarships without restrictions, and not make this a drain upon the College funds, it would be an excellent thing. But at the same time we endeavour, not to penalise the students the good students, who would be the people who would suffer. And the staff, of course, are the very people who make these recommendations, and they are the first people to feel it.

744. They have not the financial charge?—No; but they make the recommendations, and the council carry out their recommendations.

745. (*Mr. Ogilvie.*) Are scholarships, as a rule, tenable only so long as the attendance and work of the student are satisfactory?—Yes; oh, yes. And they are extremely strict upon that, as you may expect. For instance, last year the scholar who got the £40 for two years did not work, and his scholarship was dropped to £5 at one stroke, which was rather a serious thing to do. The man got through his courses —two intermediate courses—and secured his first year; still, they felt that he had not done justice to himself, and so they immediately dropped his scholarship. But the students, as a rule, work so well uniformly, that it is very difficult indeed to drop any man's scholarship.

746. Still, all I wanted to know was that the power was reserved?—Oh, yes; the power is reserved, and it is done every year.

747. (*Sir John Rhys.*) Have you any strict statute when re-electing a man; do you re-elect him at the end of the first year?—Yes.

748. Have you got any formula then?—What we do is this. We send out from the Office some time about the beginning of June a list of all the scholars in the College, with the amounts they receive; that is sent to every member of the staff. First of all, each member of the staff sends back to us a report on all these individual scholars, a very minute report. A meeting is then held of the members of the staff concerned, the Senate, and they decide as to each. They go over each individual case, and they decide whether the scholarship shall be increased, or shall be of the same amount, or shall be decreased. Each case is considered in that way.

749. (*Dr. Hill.*) Was I quite clear that this sum of £900 spent on the scholarships is in addition to £171 18s.?—Yes, that is quite so. Then another source of income is the income from private subscriptions. That is a very large amount owing to the fact that Lord Rendel contributes £750 a year towards increasing the salaries of the members of the staff, and a further amount which varies from £22 to £35, the rent of the Grogythan fields which you saw yesterday, fields which run to about 20 acres of ground, and he allows us to receive the rent from those fields, so that that accounts for the increased total of £772.

750. (*Chairman.*) Do you include in these temporary subscriptions, subscriptions to the Law School, for instance?—Yes, that comes under a separate heading, a miscellaneous heading. That varies. In 1901-2 the subscriptions from other sources were £1,053; in 1906-7 they were £439 2s. 11d. The reason for the drop is this, that a subscription of £250 to the Law School came too late to be included in the accounts for this year. We close our accounts on the 30th June. That would have made a considerable difference; it would have brought up the total to £689. Of that sum the major portion is represented by the subscriptions to the Law School and the Music School. And that is one of our difficulties in this College. We have to appeal to our friends continually for support, and I am afraid we lose a lot of friends in that way. We bother them for guineas, and two or three guineas, until they are heartily sick of us, and we endeavour to milk them to the fullest extent, and I think we succeed in doing so; but I think it is quite impossible to get any further money from the private sources, private income. In this Calendar there is a list made up to 1906 of the individual subscriptions to the Law Department; you will see that large sums have been subscribed.

751. Yes, that is at page 124 of the Calendar?—Sums varying from £125 downwards have been subscribed towards the maintenance of the Law Department.

752. (*Sir John Rhys.*) Do you mean to say that they are likely to drop off altogether?—We only asked them to subscribe for five years, and you may be sure that very few of those who were prevailed upon to subscribe for five years will be willing to continue the subscription after the fifth year, so that that fund is practically dropped.

753. Then that comes on the College?—That comes on the College. As against that, however, for the last two years, the Law Society, through the Swansea Law Society, has made us a grant of £250 a year.

754. Is that permanent?—That is practically permanent; of course, it is renewed every year; it is permanent in that sense.

755. (*Professor McCormick.*) How many law students have you?—

756. (*Chairman.*) About 25 here, and 21 at Swansea. —25 attending the ordinary classes, of whom 13 are not degree students; 12 are degree students. Then as regards the contributions from students' fees, they remain pretty stationary. They depend, of course, upon the number of students in the College. This year they will be larger, but last year they amounted to £4,909, which is £100 less than they were in the previous year. The full fee paid by an ordinary student for the session is £11. It used to be £10; we have raised it £1 by having an additional registration fee. As against this, the following facts should be taken into account: (1) the poverty of the students as exemplified from the return which I submitted of the classes from which they are drawn, namely, the working classes and the small tradespeople and the farmers; (2) the fact that 416 out of the 444 students now in residence have to pay for board and lodging in the town. If the mass of students lived in the town, it would be easier for them to pay double fees than it is for the present students to pay the present fee. If you compare our case here with that of a large town, such as Cardiff, Liverpool, or Manchester, where the students live in the town, live with their parents, it would be comparatively easy for them to pay double the fee that we charge our students. But our students, many of them, 416 out of the 444, have to come to the town, take lodgings, and live here for 33 or 34 weeks in the year, and though they get cheap lodgings, it is still a considerable drain on their parents.

757. What is the approximate cost of living in lodgings, board and lodgings, for 33 weeks?—I believe some of these students live for 12s. a week.

758. Including board and lodging?—Including board and lodging.

759. And what do you think would be normal?—I should think the normal would be from 12s. to 15s. a week.

760. From 12s. to 15s. a week?—They can live extremely well here for 15s. a week. There are plenty of houses where they board them for that, and where six students live together and have their meals together, they could be done very well for 15s. a week.

761. (*Professor McCormick.*) You have nothing in the way of a common dinner?—No. The students themselves did get up a common dinner, and they ran it for a year. It was 8d. or 6d., I think. The thing fell through, owing to the desire of the people who ran the dinner to charge an additional penny. It made a difference to them apparently. But that is a thing we have in mind, and we intend, if possible, to run a College dinner, to run the dinner ourselves if we can, if we can see our way clear to do so.

762. (*Chairman.*) This students' dinner; did they have it here or at the hostel?—No; they ran it at a big hotel in the town, and they ran it themselves; they made an arrangement with the proprietor of the hotel.

763. (*Professor McCormick.*) The great danger of living in lodgings—and it is a greater danger with women than with men—is that they get into the habit of going throughout the day without a good square meal?—Yes.

764. But you obviate it in the case of the women?—Yes. At the Theological College, which is next door, they feed their students. They live in, they resme in, and they feed them there. They give them a very good plain meal, and the difference in those people, a good many of whom were students in this College before, can be seen by any person, I think. They look better fed, better altogether, in better condition.

765. (*Chairman.*) How many of them are there?—About 35 or 40.

766. (*Mr. Ogilvie.*) Were there any of those in attendance at the University College?—Yes; there were about a dozen of them or more.

767. A dozen of them were undergraduates here?—Were undergraduates here.

768. Living in the Theological College during their undergraduate course?—No; living in the town, and when they completed their degree courses they entered the Theological College, and reside in.

769. Is it within your knowledge whether or not there are any scholarships or maintenance allowances given by churches—I mean, different denominations—to students during their undergraduate course, on condition or on the understanding that they are subsequently to go to the ministry?—Oh, yes; that is done here. They pay their fees; they do not make them any allowance as a rule; they pay their fees.

770. So that apart from the student provided for by county council scholarships, or scholarships which are mentioned here, there may be a number who are in receipt of fees in that way?—Yes; there are about 16, I think. I think there were 12 last year.

771. Not more than that, taking a year altogether?—Yes; taking a year altogether.

772. That might be in addition to some other assistance?—That might be in addition; I cannot say as to that.

773. (*Professor McCormick.*) You take no cognisance of that in your abstract of College income?—No.

774. (*Chairman.*) It does not concern the College. The Church pays the fee, and very often some wealthy deacon pays something for maintenance, and the student is enabled to go forward?—Yes.

775. (*Mr. Ogilvie.*) It does not amount to more than about 15 to 20 students?—No; their outside would be 20; it is less now than more. Then as to the raising of the fees; in the case of the women students, all of whom reside at the Hall of Residence, the lowest fee payable for the session is £31 10s., and when £11 is added to this for the College fee, it will be recognised that it is impracticable for the children of parents who are of the middle class, the lower middle class, to pay more than £42 10s. for their education. It is rather a big sum for a working man, or even a small tradesman, to pay for his daughter's education.

776. How many weeks do you count as the session?—33 weeks. The £31 10s., of course, would include—when you visit the hostel you will see—a bedroom and a share of a sitting room, to pursue their work in. Four or, perhaps, six, in the larger rooms would work together, and they each have a separate bedroom.

777. (*Professor McCormick.*) You have not enough room for all your women in the hostel?—No; occasionally we have to take an additional house. We hire one of the houses on the Terrace.

778. You could not take the compromise as in Bangor, and leave those over 21?—No; we do not believe in that. The only cases where we allow women students to live out of the hostel are those where they are not in good health, and where they require special dieting. Occasionally a girl has suffered, perhaps, from some very severe illness, and the doctors have prescribed a particular diet for her. It would be impracticable for us in the hostel to have women of that kind, because they would require such a lot of looking after, and if their parents make proper provision for them in the town we do allow them occasionally—perhaps one a year on an average—to live in lodgings in the town, but strictly under the superintendence of the Warden of the Hall. Then as to the expenditure: I have divided the expenditure up into different heads. The total expenditure of the College for 1906-7 was £15,354 14s. 8d. Of this, nearly 63 per cent. was spent on the salaries of the staff. That 63 per cent. is got in this way: there is £9,274 9s. 4d., which is the item under salaries, and under law the sum of £350 should have been added on.

779. (*Chairman.*) You were just beginning to analyse the expenditure?—Yes; I was pointing out that 63 per cent. of the money spent last year was spent on the salaries of the staff, 9 per cent. on scholarships and exhibitions, 5 per cent. on the laboratories and library, 12 per cent. on administration, and 11 per cent. on the upkeep and caretaking, coal and gas and such things. The expenses of administration are very heavy in a place like this, owing to the fact that the operations of the College are conducted over a very large area, especially with regard to agriculture, over seven counties, and the travelling expenses are heavy. It is not so much even the travelling expenses as the time that is expended—it takes such a time to get about. I am a member of the Cardiganshire, Merionethshire, and Montgomeryshire Education Committees. If I attend one of these Committees—and they are held monthly—it means a whole day, and, of course, in that way one spends a great deal, not only of time in the train, but one loses time here which could be advantageously spent for the College. I have a list, then, of the property owned by the College.

780. (*Professor McCormick.*) On your expenditure, may I ask under Normal Department 15, under Agricultural 16, and Law 17, I suppose at least in the first two, 15 and 16, the salaries have not improved?—No. In 15, that is made up mainly of the expenses of the practising school at Swansea. Yes, I think £137 or some such figure; £133 17s. 9d. and honoraria to head teachers of practising schools, £35 14s.

781. That is, you have one for every 10, I understand?—Yes.

782. And all your practising schools are in Swansea, except for the first year; you manage to get through the first year here?—Yes, except for the first year, and the classes brought to College here.

783. Then the Agricultural is the same, the extra expenses apart from salaries?—Apart from salaries.

784. But when you come to Law?—The salary is included in that; £350 of that is salaries out of the £448.

785. Could you not put it under one?—It should have been, but it has been kept separate in the accounts, because we have this separate fund to maintain it, private subscriptions; we have kept it separate in the accounts.

786. You have a separate fund for 15 and 16 also?—Yes, well that is so.

787. (*Chairman.*) Do you charge your Library grant, for instance, to law?—No; the Library grant is not in that £448.

788. That is general?—That £448 represents the salary and the travelling expenses, and small expenses as to printing and stationery incidental to the Department. It does not represent the Library grant, which is £15.

789. *Professor McCormick.*) It is just so as to understand?—Yes, quite so. That should have been put in. I did not realise till I had these printed that it should have been put in with the other salaries.

790. (*Chairman.*) Then there is the list of property?—Yes, there is the land owned by the College or held by the College in the vicinity of the town. There is the Buarth Mawr, the plot of land where you were yesterday where the laboratory is situated. That is over 11 acres in extent. That is the freehold of the College. We gave £2,500 for that, and that is represented in the present debt of the College. It has not been paid for. Then contiguous to that is the Vicarage field.

791. (*Sir John Rhys.*) You consider that was bought cheaply, do you not?—Oh, very cheaply. It was bought from a member of the Council, who really gave it us for that. I should say he might have had another £1,000 for it. The only difficulty about it is that for building purposes a good deal of money would have to be spent upon it, as it is so uneven. It is rocky, and a lot of the land is made land. Then the field which is contiguous to that, the Vicarage field as it is called, was purchased by Mr. David Davies two years ago, and he leases it to the College as an athletic ground. Some questions were asked yesterday about the way in which the College can afford to pay £150 as rent for that field, and I would like to explain how that is done. You heard the representative of the Students' Council. The students pay about £50 a year; the College Council contributes £50 a year; the National Show is held there every year, they pay £50 for the loan of the field for about a month; and we have then a fund which we collected by means of a bazaar, and which represents the balance of the students' athletic accounts for a good number of years. That amounts to £450. The interest on that is £18. That represents £168, and the balance we make up largely by letting the field to local football clubs and cricket clubs, so that the drain on the students is not so much as you would think; it amounts to about £56.

792. (*Sir John Rhys.*) There would be a good deal of repairs to be done after the show has been held?—There would be a lot of bottles and things about, but the show people are required to do that.

793. They have to put the place in order?—Yes.

794. (*Professor McCormick.*) It would not be of much use for some time afterwards, I imagine?—That is in the month of July, and of course the students do not require it till October, and they only require it for football purposes, so we are really able to let the grazing in between that, in between the time it is used by the show until the students come back.

795. I noticed you were levelling there?—Mr. David Davies is doing that himself. Then the Grogythan fields, which are again contiguous to the Vicarage fields, except that the main road runs between them—the Llanbadarn Road—they extend to about 13½ acres, and we receive the rent. Lord Rendel bought those fields and we receive the rent, and have received the rent for the last 10 years. Lord Rendel has granted a site of three acres for the purpose of erecting the National Library of Wales, but it is his intention to keep the rest of the site for College purposes; and he bought also another field contiguous to this again on the other side of about seven acres, which has some very admirable building sites upon it, so that the total acreage of these lands is 43 acres, and they are all convenient—the farthest part and any of them is not more than a mile from the centre of the town. And then the College buildings, the main buildings; those buildings occupy roughly a site of 2,600 square yards—that is practically half an acre of land. The frontage to the sea is 433 feet. The Men's Hostel adjoins the College, and is capable of accommodating the Warden, 12 students, matron and staff. We had 12 students there last year; but they can only take 11 students comfortably. The Alexandra Hall has accommodation for the Warden and staff, and 200 women students. It has cost the College over £34,000.

796. Not the College?—Well, it has cost the College in this sense, that it is not privately owned. The arrangement we made was this: the members of the Council of the College, when the hostel was erected, formed themselves into a Board of Trustees, and the Alexandra Hall is held by them *qua* trustees, as it were, though they are also members of the Council of the College. All the profits of the work go now towards paying off the debt, but when the debt has been paid it will go towards the College funds.

797. The College funds?—The College funds, yes.

798. Although the members of the Council are individually responsible for any loss?—Although they are individually responsible for any loss.

799. (*Sir John Rhys.*) Suppose there were an action at law, which would be the body which would be prosecuted?—It is very doubtful.

800. (*Professor McCormick.*) Any Treasury grants that you have got for building purposes, if you have got any, could not be used for this purpose?—Yes; but we have not had any building grants at all.

801. You had £10,000?—Yes; for this College, but not for the Hall.

802. (*Dr. Hill.*) What is the debt on the Alexandra Hall?—£24,500; that is a rough figure.

803. (*Professor McCormick.*) You would hardly call that a debt; it is a paying concern at present, an investment?—Yes; we paid the interest on that last year, which amounted to £1,013 5s. 6d., and we cleared a profit of £1,045 16s. 9d.

804. (*Dr. Hill.*) So that every year your profit is larger because you have less interest to pay?—It will be this year.

805. (*Mr. Ogilvie.*) That is the first year in which there was a payment in reduction of capital?—Oh, no; quite a large sum has been paid off; I should think £5,000, roughly, has been paid off in that way. Last year about £1,000 was cleared off in the same way—that is to say, a deficit of £169 appears in last year's calendar, and a profit of £800 besides the interest making nearly £1,000. The year before that there was a deficit of £160, and I think there was a deficit the year before that, but previous to those years you come to a period when there was a considerable profit—£500 or £600.

806. Is the Hall let in any way during the vacation?—It has been let. It was not let this summer. We have been letting it to people called the British Chautauqua, who are, I think, largely made up of teachers. They come down here for a month, take the Hall, and secure the services of a great many distinguished men to give lectures to them; and then they go out for excursions in the afternoon, and they have sermons on Sundays and special preachers there. My own opinion is that financially we do not make anything by letting the Hall to these people, but we gain indirectly, I think. They bring a great many distinguished people down, and in a sense they advertise the College. It has not been decided yet whether they are to come next year or not. They are very anxious to come. We made them an offer, but they have not written to say whether they will accept the offer or not. Then of the sum of £24,500, which is the present debt on the hostel, £3,000 represents moneys belonging to the College. We pay 4 per cent. on the loan. Now we have small sums; for instance, the other day they collected a sum of £460 in Montgomeryshire, in memory of the late Mr. Humphreys Owen, who was one of the Vice-Presidents of the College. They determined to use that as a capital fund for a scholarship in this College. We were able to tell them: "If you put that money on the security of our Hall of residence we will give you 4 per cent. for it." We pay 4 per cent. on our overdraft, and we may as well pay 4 per cent. on College investments, and in that way we are able to make use of the fact that we have got an overdraft for the Alexandra Hall to pay ourselves an interest of 4 per cent. on other funds; and we have a scheme also by means of which, when we can afford to start a pension fund, we can put the capital moneys accruing year by year on the Hall, and thus secure a good interest of 4 per cent., which would be greater than we could get from any insurance company.

807. (*Professor McCormick.*) Would you consider it a safe enough investment at 4 per cent.?—There is a risk, I admit. The Bank advanced the money. The National Provincial Bank, of course, would not advance the money if they thought there was any risk; they would be the last people to advance £20,000 on a doubtful security.

808. (*Mr. Ogilvie.*) Does the Bank have the first call on it?—Oh, yes; they have got the first mortgage. Then included in the College buildings is, of course, the new chemical laboratories which have just been opened. The contract for the actual building was £16,000 odd; £16,164; the furnishing cost about £4,500, and incidental expenses, such as the payment of architect's fees, will mount up to £23,000. That is the sum that Mr. David Davies has agreed to pay; he has agreed to pay up to £23,000. In addition the College will have to go to the expense of £500 or so to put the grounds in order. We have spent about £100 on that already. Then the debt on the College buildings, the amount on the main College building and it also includes the purchase money of the Buarth Mawr the field on which the laboratory is situated—the amount now standing under these two heads is £13,316 13s. Mr. Thomas Davies some years ago wished to found a lectureship in memory of his father, and he lent us £2,000; he gave us a perpetual loan of £2,000 at 2½ per cent., so that we only pay 2½ per cent. interest on £2,000 of that amount and 4 per cent. on the rest. The debt on the Men's Hostel on the furnishing account is £667 10s. 1d. There is also a further debt of some £100 on the working account, but the Men's Hostel now pays its way; it clears about £60 a year after paying all expenses. We think if we had a men's hostel on a larger scale we could, of course, make it pay just as well as we do the Women's Hostel. Then the debt on the Women's Hostel is £24,500. The total debt is slightly under £40,000 on all the College buildings, including the Women's Hostel. Then, perhaps, you will allow me to make a statement as regards the contributions to the College from the start. I have been through all the account books for the purpose of getting the exact figures. I have got them all in years, but I have summed them up in periods of 10 years here, from December 9th, 1863, which is the date at which the first subscription was paid to the College to the 30th June, 1883—the total amount collected was £54,287 18s. 8d. For the next ten years, from July 1st, 1883, to 30th June, 1893, the sum collected was £29,725 3s. 7d. For the seven years following, from July 1st, 1893, to 30th June, 1900, the sum collected was £11,213 15s. 4d.; and from July 1st, 1900, to 30th June, 1907, £11,058 8s. That represents gifts, scholarships; it represents all in the nature of gifts. The total is £106,285 5s. 7d. All those figures appear in our account books. But, in addition, we received from the Welsh people in the United States of America the sum of £1,060 towards equipping the main library; they paid for the oak fittings; the sum received from them was £1,060. The estimated cost of the Edward Davies chemical laboratories is £23,000. We received in subscriptions towards erecting the Alexandra Hall £6,516. There is a donation of £1,200 in the Bank towards the cost of erecting a gymnasium and the G. E. J. Powell collection of books, curious coins, and pictures, many of which are valuable, and which we have never had valued. Mr. Powell was a friend of Rosetti and Burne Jones and Swinburne, and he formed a large collection of interesting pictures and coins, and such things which are scattered about the College, and an estimate was made at the time that they were worth £5,000. They may be worth much more, because, as an instance, Lord Rendel was here about a fortnight ago, and he saw a picture in the Principal's private room which is attributed to Linnell, and said immediately he did not think it was a Linnell, but a Constable. It has been sent up to him, and he is taking expert advice, and he thinks that many of these pictures may be very valuable indeed, so that an estimate of £5,000 is a mere guess, and is not of any value, though I doubt whether it is too high. I think it is probably a reasonable estimate. Adding all these details together, it amounts to £143,061 5s. 7d., which represents the gifts made to the College from 1863 to the 30th June last. I might say that in addition to that, that the College staff and the friends of the College took the leading part in collecting a sum of £20,000 towards erecting the National Library, and about half that money has been paid in. That was not strictly a College affair. That is all I have to say.

809. (*Chairman.*) We are much obliged to you, Mr. Davies. Are there any further questions any member of the Committee would like to ask?

810. (*Professor McCormick.*) The only point is regarding professors' and lecturers' salaries. There is no question of payment or partial payment by fees?—No.

811. They are paid by salaries?—Yes.

812. You have always had that from the beginning?—Yes.

813. The fees are the College's, and the professors are on salary?—Just so.

814. (*Dr. Hill.*) Does that include examining work for the University of Wales?—No, that is quite an extra, and we have nothing to do with that. It does not come through our hands at all, but in some cases the fees amount to a considerable sum, I believe—£40 or £50.

815. (*Professor McCormick.*) It is not more than £50?—No, not more.

816. There are other sources of income, perhaps some are examiners for other bodies?—Yes, several of them are examiners for the Central Board, and the amounts the Central Board pays are, well, I think they get perhaps as much as £70 or £80.

817. And, of course, it is a very natural function. It is a very good thing that they should be in touch with the school system?—Yes; as a rule there are three or four of our lecturers or professors who are examining for the Central Board.

818. It would only be in school subjects?—Yes, of course. I think that in making a comparison between the salaries paid at Aberystwyth and paid at large centres of population, it should be borne in mind that living here is very much cheaper; that a man can be very much better off here at £300 a year than he would be on £500 a year in a large town, and he can, as a rule, let his house. For instance, in the summer he is not here for the season—what we call the season—that is, the months of July and August, and he can let his house very well indeed, get very good terms, and make a considerable addition to his income in that way; so that there are advantages which compensate to a certain extent for a low scale of salary.

819. (*Sir John Rhys.*) But would you put the difference so high as £300 and £500?

820. (*Mr. Ogilvie.*) It would depend on the size of the family?—Well, perhaps that would be putting it rather high.

821. (*Sir John Rhys.*) Yes, I fancy so.

822. (*Professor McCormick.*) There is a compiled statement from the University which separates University Colleges in different columns. I do not know whether we have got exactly the details of that?—That is not quite as accurate as the figures I have given you. I can give you a copy of that.

823. That is what I refer to. It was just to be quite clear under the head of Aberystwyth what these were. Of course, the increase of the present salaries to £500; that I could quite understand?—Yes.

824. But the new professorships urgently needed at £500—the statement at Aberystwyth is £895?—The sum required to make certain professorships up to £500. You have a list of the salaries paid at the end of these accounts.

825. No, but this is new professorships urgently needed?—They will be cases such as these. For instance, take the case of a lecturer in political science. He is head of a Department now, and he only gets £200 a year. He is head of an important Department, and he has a large number of students—I think as many as 60 students. Well, his salary ought to be raised. He does the work of a professor, and his salary ought to be raised up to the maximum of the others—£500 a year. That would account for £300. Then there are some other cases too. This is the Principal's figure, I think. It would not be quite within my province;

but still, that is the way it was made up. Generally speaking, we have one professor for Zoology, Professor Davis, for instance, who is professor of Zoology and Geology. Well, we would separate those two departments.

826. (*Sir John Rhys.*) You have separated them?—No, we have not done so.

827. Are you going to?—We should do so if we had an increased grant; and we might even appoint a Professor of Applied Mathematics also. We have a Professor of Pure Mathematics.

828. (*Professor McCormick.*) Of course, that would be subsidiary to making the present salaries sufficient. I suppose you would agree that the present establishment has the first claim, prior to extensions of the staff?—Those would not be extensions; they would be simply making the others efficient, I take it. In Mathematics especially a good man commands a very good salary; you cannot get a good man unless you pay very well.

829. Perhaps you might prepare us a note and hand it in?—Yes.

The witness withdrew.

Adjourned till Tuesday next, November 19th, 1907, at 10 a.m., at the University College of South Wales and Monmouthshire, Cardiff.

FIFTH DAY,

Tuesday, 19th November, 1907.

At the University College of South Wales and Monmouthshire, Cardiff.

PRESENT:

SIR THOMAS RALEIGH, K.C.S.I., D.C.L. (*Chairman*), presiding.

Sir JOHN RHYS, M.A., D.Litt.
Principal DONALD MACALISTER, LL.D., D.C.L.
Mr. F. G. OGILVIE, C.B.
Professor W. S. MCCORMICK, LL.D.
Mr. G. L. BARSTOW (*Secretary*).

Mr. E. H. GRIFFITHS, M.A., Sc.D. (Cantab), Hon. D.Sc. (Vict.), and LL.D. (Aberdeen) F.R.S., formerly Fellow, now Honorary Fellow, of Sidney Sussex College, Cambridge, Principal of the University College of South Wales and Monmouthshire, Cardiff;

Professor J. S. MACKENZIE, M.A., Litt.D., formerly Fellow of Trinity College, Cambridge, Professor of Logic and Philosophy; and

Professor RONALD M. BURROWS, M.A., Christ Church, Oxford, Professor of Greek;

called in and examined.

The Registrar was in attendance.

830. (*Chairman.*) We have all read the statement prepared on the part of the Faculty of Arts. Perhaps we may take that as read to start with. If any members of the Committee would like to ask any questions, now would be the opportunity?—(*Principal Griffiths.*) Perhaps there are some points in that report that some members of the Committee would like to ask questions on. As to the form adopted in this, Sir, I may say it is very much in consequence of the reference to your Committee forwarded to us. It asked the particular questions which we have endeavoured to answer in these papers.

831. Yes; I think the questions are answered.

832. (*Professor McCormick.*) I have marked one or two points in the Report of the Faculty of Arts, on which perhaps we might get more definite information. On page 2, about the middle of the page, it is stated: "The intermediate courses are similar in character to those that are usually described by the same name in the English Universities and University Colleges, and it may be added that students who enter exceptionally well prepared are under certain conditions allowed to proceed straight to the ordinary course in their first year." Can you give me any idea of the proportion of such students?—(*Professor Burrows.*) The proportion would be slight. In my own Department, for instance, this year there are two. They are students whom we think are definitely honours students. They probably would be taking some honours classes too. (*Professor Mackenzie.*) They would be almost exclusively students in language subjects.

833. It is only in school subjects, language, and mathematics subjects, that such would be possible; it was in relation to school education that I asked the question?—(*Principal Griffiths.*) I should think about 20; that would be our total at the beginning of the session—20 or 25; I was thinking of the length of the lists that were sent in. (*Professor Burrows.*) I would not think so many as that. (*Principal Griffiths.*) 15 or 20, we would say.

834. I think we have found from evidence in previous centres that there was a good proportion of the Welsh Board examination students who did get these honours. I suppose it is the honours certificate of the Central Welsh Board which enables this omission of a year?—(*Professor Burrows.*) It is not actually on any certificate; each head of a Department has to be personally responsible by means of an examination that the student is able to profit by the ordinary course, and would be able to take honours; it is not automatic.

835. But it is about that standard?—About that.

836. And have you any hopes, or would it be desirable, do you think, that the standard should gradually

be raised, that the secondary schools might do a little more; in other words, to raise the average of school work so that you would begin at a somewhat higher level with the University education?—(*Professor Mackenzie.*) We are certainly hoping that it will. I think we do notice a pretty steady improvement in our students. (*Professor Burrows.*) Yes, I think so, distinctly. (*Principal Griffiths.*) If you would look at the table at the bottom of the page you are referring to, that is one of the best indications of the improvement that is going on in the school teaching. That is very remarkable.

837. With reference to the matriculation classes?—Yes, quite so. I hope that the schools may, in the course of time, get a standard with regard to intermediate, which shows the same kind of improvement here as we have had with regard to the improvement in matriculation.

838. (*Chairman.*) Then putting this exceptional amount on one side, how much Greek does your average student know when he comes to you?—(*Professor Burrows.*) Little; it is very little taught in Wales. The significant fact about my own subject, about Greek, is that whereas it is very strong in the University, it is very weak in the schools. I happen to be examiner in the Central Welsh Board in Greek.

839. That you have to begin almost at the beginning?—Yes, though we teach on methods entirely different from those which are used in the school, and very different from what would be used in the older Universities. It is an adaptation of newer methods to grown-up beginners.

840. (*Principal MacAlister.*) That recognises what you have described them as, as grown-up beginners?—Yes. Do you wish to dwell at all on that point?

841. (*Chairman.*) Well, anything further you would like to say?—I have made a report of my own, which was given to the Committee, in which I dwell on that point. Perhaps I might read it out as it is very short:—

> "The work of the intermediate class is, in its results, of distinctly a University character, but the methods of teaching, especially in the early part of the year, would strike as novel those who are accustomed to regard Greek as one of the subjects already carried to some length at school. Though the majority of the class have passed matriculation in Greek, a certain number—eight or nine, perhaps, every year—have had no school or home training in the subject, but have been attracted to it while at the University, either from an interest in the literature, or from a desire to take the special grade in Latin, which, according to the University regulations, must be accompanied by an intermediate course in Greek. Such students have often only had a few months of private coaching before they joined the intermediate class, and in rare cases have been actual beginners. The attempt—and I may add it has scarcely ever been unsuccessful—to teach such students enough Greek to enable them at the end of the year to pass a University examination, means elasticity of method, and selection of what is essential from what is unessential; but I believe that the student who has been taught on these lines to read, as we are doing this year, two speeches of Demosthenes and a play of Aristophanes, and is able to satisfy the examiners in prose composition and unseen translation, has got a training which, so far as it goes, is of a real University standard. I may add that the proceedings of the Classical Association during the last three years have shown that the new methods of teaching initiated by the younger University Colleges to meet the needs of their position, have acted as a stimulating force to reform and revivify the pass teaching of the great schools and the older Universities. There is no question about the fact that our needs have re-acted very strongly on classical teaching throughout the country."

842. And what proportion of those who take the Intermediate would go on to take the Ordinary or Special course in Greek?—About two-thirds. I should say this year I have an intermediate class of 33, and an ordinary of 22.

843. (*Mr. Ogilvie.*) An intermediate of 33?—An intermediate of 33, and an ordinary of 22.

844. Have you got anywhere the figures in the different classes?—Last year's, but hardly this year's. (*Principal Griffiths.*) You have last year's in the paper sent you marked "Report of the Principal." At least, you have it in the Report of the Principal—the white one—Extracts from the Principal's Report, and you have the numbers in every class. You have those for every year in the Calendar.

845. I see some of your students take scholarships and exhibitions at Oxford. At what stage do they do that; after passing the intermediate here?—(*Professor Burrows.*) Yes, or later; probably after about two years. For instance, last year a student who had been with us just over two years got a major exhibition at Balliol, £70. It was a good year, and he did very well indeed; and perhaps it is worth while mentioning in regard to our honours standard, which we have kept very high, that that same student who earlier in the year got this major exhibition at Balliol, and worked hard for his Welsh honours degree, was only given a second. We keep the standard as far as possible up to the honours mods. standard. We always deliberately ask our external examiner whether a student would get his first in mods. on the papers which are set.

846. (*Principal MacAlister.*) But how long afterwards did he take his Welsh honours examination?—Nine months afterwards.

847. Nine months after obtaining a scholarship at Balliol?—I think it would be nine; Balliol would be in November, would it not, and the other in June; not quite nine.

848. (*Chairman.*) At the beginning of his two years he knew the bare elements of Greek?—This particular man had some training before he came to us, but he was not very forward.

849. (*Principal MacAlister.*) Was he from a Welsh school?—Yes, he was from Cardiff. We have one student who actually began his alphabet with me, who got a first in mods. last year at Oxford; he got a scholarship at Lincoln; that is the case of an actual beginner.

850. (*Professor McCormick.*) The next point I would suggest is on page 4, just near the top. With regard to honours, you say: "Our standard in honours, subject for subject, is in no way inferior, and it compares favourably with that of the other younger Universities in England, and the Universities of Scotland. It is true that in some of the language subjects there is less grouping than in the older Universities. Our students, for instance, are allowed to compete for honours in Greek without Latin, and *vice versâ*. Honours, however, are often taken in two subjects, and even where the examination in a single subject is less in extent than in the corresponding examination at Oxford and Cambridge, this is in a large degree counterbalanced by the quality of the work that is required." That points to a feature in your honours degree which we have already discussed at the other University Colleges, and I suppose it is somewhat different from other Universities, in that you can get an honours in Latin, and not honours in classics?—Yes.

851. Whereas, Professor Mackenzie, you cannot get honours in logic; you must get honours in philosophy?—(*Professor Mackenzie.*) Philosophy and mathematics are on a different footing from other subjects in that respect.

852. How does it work?—(*Professor Burrows.*) I was working out some statistics last night about that question, which I thought might be asked; in our own College, out of 28 students who have taken honours in the University since we began, including this coming year. (*Principal Griffiths.*) That does not mean that the total who have taken honours is 28. (*Professor Burrows.*) In Greek, 20 will have taken double honours—20 out of 28; and out of 31 who would have taken Latin honours, 17. In Latin the proportion is rather smaller of those who take double honours, because Latin is more taught in the schools, and it is not so easy for them to be able to take the Greek honours. Nearly all the Greek honours students take double honours.

853. There might be Latin and French forming a sort of romance philology group for a degree?—It is not yet common, but it might be.

854. But you think it would be useful to encourage double honours in related subjects?—Yes; we do try to.

855. The next point that I refer to is on the last page?—May I say, if those statistics have been taken down about the 28 and the 20, that they include this coming year, and so far as the coming year is concerned, they mean students who are sitting for double honours. They are not taken yet.

856. (*Principal MacAlister.*) As between honours and other candidates?—Yes.

857. (*Professor McCormick.*) On the last page, the last paragraph: "It may be mentioned in connection with the last point that the College has already found it necessary to devote a considerable amount of its slender resources to the establishment of scholarships in Arts." Might we have the amount?—(*Professor Mackenzie.*) It is a scholarship of £40 awarded annually.

858. (*Principal MacAlister.*) One?—One. (*Principal Griffiths.*) It makes three going at the same time.

859. That is all you vote from the General Funds?—(*Professor Mackenzie.*) Yes. (*Principal Griffiths.*) But then you must include the exhibitions, which are £10 in cash, and we award all those out of the College Funds. (*The Registrar.*) 100 we are supposed to award. (*Principal Griffiths.*) We do not average 100; about how many are in the College altogether? (*The Registrar.*) We should have to count those. (*Principal Griffiths.*) It is about £400 a year. Mr. Brown knows the accounts very well for exhibitions, and then there is this Arts scholarship.

860. (*Professor McCormick.*) About £520 a year?—Coming out of our College Funds.

861. I mention the point, but it seems to me—of course, you know your own business best—that this assistance of students is peculiarly an object for which one would expect assistance from outside. It seems a pity that one should have to spend so much out of College Funds for an object which is a just claim, as it were, on the outside public?—(*Professor Mackenzie.*) Of course, we have a considerable number from the outside public, but we find that we had not actually enough for the encouragement of arts studies. As it happened, there was rather more for the encouragement of science. (*Principal Griffiths.*) I think I might touch on that point for a moment. The County Councils give very large sums. Glamorgan contributes £1,000 per annum in return for scholarships, etc.; Monmouthshire £600 per annum, and Cardiff £600 per annum. Very largely those are for science; it is very difficult to get them to encourage the arts studies, and it is there that we are pretty well compelled out of our own revenue to supply the scholarships and exhibitions. (*The Registrar.*) Still, it is a very recent thing to confine these county free-studentships to science. I think there are some legal difficulties in regard to grants on the arts side. (*Principal Griffiths*). There would not be now. (*The Registrar.*) The new Education Act has done away with that.

862. (*Professor McCormick.*) I suppose, in addition to these moneys granted from your general College Funds, there are, for those who mean to enter the Church, church funds available for the students during the last course; provided by the various denominations?—(*Professor Mackenzie.*) Yes, that is so. (*The Registrar.*) Those are paid by the several Colleges. For instance, there is a considerable number of ministerial students here from the Brecon Memorial College, and the fees of all of them, unless they win exhibitions, are paid by the Brecon Memorial College. The same thing applies to the South Wales Baptist College in Cardiff. The same thing applies to students resident in South Wales, who care to come to this College, who are associated with what is now the Aberystwyth Theological College. There are students here also from the Presbyterian College in Carmarthen. Their fees are paid in practically all cases. In, practically speaking, all the cases where the theological students are associated with any theological colleges, their fees are paid by the several colleges, unless they win exhibitions. Of course, there are theological students here who are independent of all colleges, and they pay their own fees. There are not many of them.

863. (*Principal MacAlister.*) In the arts course?—Well, some ministerial students go in for the science course. Suppose they win an exhibition, do they pay their own fees out of the amount given to them by the College as an exhibition?—It is not done in that way by most of those Colleges. If a student wins an exhibition, then the College does not pay his fees; if he does not win an exhibition the College pays his fees, and also gives him an annual grant.

864. (*Mr. Ogilvie.*) If he wins an exhibition, he pays his fees?—He does not pay his fees, because an exhibition covers his fees. That is what an exhibition in this College means; it is not of money value, it is of fee value. (*Principal Griffiths.*) We have changed that. (*The Registrar.*) In practically every case it means £10 a year, which covers the teaching fee. In addition to that there is a registration fee of one guinea.

865. In awarding that exhibition in the case of such students, the College is relieving the theological colleges of an expense which otherwise they would bear?—(*Principal Griffiths.*) Quite so. (*The Registrar.*) Yes, but I am not quite sure that the theological colleges do not give some financial advantage to those students who win exhibitions. I believe they do in some cases. (*Principal Griffiths.*) But we do not.

866. (*Professor McCormick.*) Then you could probably quite easily, without much trouble, give us some approximate table of the financial assistance which goes to students from fixed endowments in your hands, from the County Councils, from churches, or other outside authorities, and from your General Funds. I think it may be useful to get that?—Yes, I will let you have that now.

867. Do I understand the total amount paid out of the General Funds towards scholarships, exhibitions and fellowships, is about £640?—Scholarships and exhibitions from the Funds of the College you are speaking of now?

868. Yes?—I do not think it is as much as £600. (*The Registrar.*) We made it out to be £520. (*Principal Griffiths.*) We made it out to be £520.

869. There is an arts fellowship?—There are three arts scholarships of £40 each, that is £120; and the exhibitions, they vary slightly in different years. I will ask Mr. Brown to find out how many exhibitions we have at the present time. (*The Registrar.*) You will find that on page 10 of this printed document; scholarships and exhibitions from General Funds, Cardiff, £437. The combined one of all the three Colleges. We issued here a reprint of it, on which we added another year of our own. I do not know whether you have got our reprint?

870. (*Chairman.*) I have not got the reprint; I should like to have it.—It is there. (*Reprint handed in.*) That £437 is made up in this way: arts scholarships, to which Professor Mackenzie referred just now, amounting to £113; then exhibitions to students in the Day Training Department, and to other students, £324; making up £437. Then there is the next item, scholarships and prizes, trust or subscription funds, £899. It is on the same basis. That is made up in this way: Craddock Wells maintenance expenses, and other expenses in connection with that; Craddock Wells Fund, that is a local trust fund here, £455 9s.; and other scholarships and prizes, £443 17s. 11d. That makes £899 6s. 11d. (*Principal Griffiths.*) You may take it these two things answer the questions the Committee is putting. The money paid out of our Funds for the assistance of students, directly or indirectly, is covered by these two sums, £899 and £437; but I think it is important that the Committee should remember that a portion of that comes back to us as connected with the Craddock Wells, and so on. (*The Registrar.*) There is only £437 which we actually pay out of our general income. (*Principal Griffiths.*)

Precisely; that is what I was meaning; but of that, in connection with this Craddock Trust, a great deal comes back to us. Take that £437 as indicating the amount we pay out. (*The Registrar.*) It is the exact amount, because this £810 cannot be added to what is spent in scholarships out of the College Funds.

871. (*Professor McCormick.*) There are just two more small points I might refer to that I omitted. On page 4, at the foot: "Nearly all the students who attend classes in the Faculty of Arts succeed in passing some of the examinations required for the degree of B.A." I suppose that average is rising?—(*Professor Mackenzie.*) Oh yes, distinctly.

872. (*Chairman.*) You could give us probably some sort of approximate table of the proportion of those who really go through the whole and take their degree. Would you say two-thirds or three-quarters?—Not so much: I am afraid not so much; I am afraid it is rather under half.

873. I am referring to those who have passed the matriculation standard?—Yes. (*Principal Griffiths.*) We do not admit anybody who has not. (*Professor Mackenzie.*) Perhaps I ought to explain in that connection, that our students include a very large number, as you will see on the next page, of students training to be teachers in elementary schools. These all begin a course of study for a degree, but a considerable proportion of those students in particular are not actually able to complete their degree.

874. (*Principal MacAlister.*) On account of the time partly?—Well, various reasons. (*Principal Griffiths.*) Various reasons, and also on account of pecuniary matters.

875. That is what I mean. The three years' course required, they could not afford to go on with?—A considerable proportion.

876. Do they stay three years?—They stay three years. (*Professor Mackenzie.*) If they go on to the full degree work. If they do not do satisfactory work by the end of the second year, they are not allowed to go on for the third year. That is the present arrangement. (*Principal Griffiths.*) That is the present arrangement, and if they have passed a certain number of University intermediates recognised by the Board of Education, or three in Science, they get the certificate. So far as they go, they are doing the University work, but if they are not satisfactory at the end of the second year, in a great many cases, especially the men, the parents find they cannot keep them on. They could make an income if they went to the secondary schools. A considerable number are taken off.

877. At the end of the second year?—Yes; at the end of the second year. (*Professor Mackenzie.*) That pulls down our average of those who take the degree; barely a half. We hope it will steadily increase; it is increasing. (*Principal Griffiths.*) If you take those normal students out, it would be a very high proportion. (*Professor Mackenzie.*) It would be.

878. There are two types of student, one who attends the second year, takes a certain number of intermediate classes; and the other who takes a degree. One would like to know the number who compose the first standard of those who enter for it. (*Principal Griffiths.*) I think they all do. Perhaps you might find one or two who did not, but——

879. It is the rule?—I do not think they would be one or two last year.

880. Then of the survivals—that is the point one wants to know—what proportion of them?—(*Professor Mackenzie.*) I have tried to get the proportion. It has altered very much from year to year. It is steadily going up, but I think it means that barely one-third of the normals complete their degree.

881. Normal students, you are referring to now. Then taking two-thirds of the 80 who come in, that accounts for about 50 of those who are not going on to the degree on the Arts side; that would make a very different proportion. (*Professor Mackenzie.*) It is a little difficult to give those figures, because sometimes students who leave us without completing their degree come back and do complete it, so we never know how many of them will in the end complete. There is one thing; there is a considerable number of the ministerial students who never come, I think—when I say a considerable number, there are some of them—who only come for single courses—like Greek and Hebrew. (*The Registrar.*) That is so. (*Principal Griffiths.*) And do not complete their degree when they come.

882. Do they pass a University examination in this?—(*The Registrar.*) Yes; they will pass a University examination in Greek and Hebrew, but not take other courses. A considerable number of ministerial students come here without matriculating: come for an Arts course. They do not attach the importance to degrees that other students do. Now, the University of Wales recognises theology, and grants the B.D. degree; a very large number of theological students go in for the Arts degree, in order that they may get the B.D. degree.

883. (*Sir John Rhys.*) Have you had many going in for that already?—Yes, a considerable number.

884. That is a pretty stiff examination, I understand?—I am informed by theologians that it is the stiffest B.D. examination in the Kingdom, and there is a general complaint that it ought really to be an honours examination, and not a pass examination. Many have the impression that it ought to be really an honours examination, not a pass examination.

885. (*Principal MacAlister.*) It must be taken after the Arts degree?—It must be taken after the Science or Arts degree.

886. (*Professor McCormick.*) It seems to me to be very much what we have in Scotland, three years after our M.A., and in the United Free, four years after the M.A.?—Principal Fairbairn is largely responsible for the syllabus for the B.D. degree of the University, and also for the regulations of the D.D.

887. (*Sir John Rhys.*) Are the numbers going in for that increasing?—Yes, they are largely; and now every theological college in Wales is able, according to regulations, to prepare students for that degree. The University demands that there shall be a certain minimum of theological professors in a theological college before the college can be recognised as a place where students can be trained for the B D.

888. It is having a very good effect all over the Principality, on all the theological colleges?—It means now that practically in every theological college in Wales there is a very strong staff of theological experts, who have been trained at Oxford and elsewhere.

889. (*Principal MacAlister.*) Do they require that those who enter the theological colleges shall have taken their arts or science degree?—No, they do not. In most of them they have a double set of students. I should think my remark will apply to practically all of them, if not all. There is a double set of students; there is a set of students who have passed the B.A., and are prepared by these theological experts as students for the B.D. examination; and there is another set of students who do not attach much value to degree work.

890. That second class is not required to do an Arts course?—Oh, yes, it is.

891. (*Chairman.*) An arts course; not necessarily a degree course?—Yes, exactly; they are required to follow an arts course, as it is called, in the theological colleges, but not a degree course.

892. (*Principal MacAlister.*) An arts course at the University?—Not necessarily. In the Brecon College, that is so; in the Cardiff Baptist College they come here and take Hebrew, Greek, and other subjects. They have to take some sort of arts course, and their average standard of intelligence is very high, though not degree students, and they turn out very often to be very successful men.

893. They are taking at the University subjects which would be taken at other places, at the theological college, Hebrew and Greek for example?—Hebrew and Greek for example, yes.

894. (*Sir John Rhys.*) What is the influence of that class of students on the general tone?—I should think, so far as the theological students in any of these colleges are concerned, who are recognised by the several theological colleges, they are equal in standard of intelligence, even in amount of knowledge, to any other set of students; but, of course, until recently there was unfortunately, as you probably know, especially in the early days of Aberystwyth College, a considerable number of men preparing for the Nonconformist ministry who were not recognised by any theological college in Wales, and many of whom no doubt entered the University Colleges, in order that they might call themselves students more than anything else, and get supplies on Sunday. They were very poor people. The number of those officially unrecognised theological students at the present time in the three colleges, I feel quite sure, is extremely small, because it is extremely small here, and this would be the very place where such people would care to come, because there are so many more churches here. (*Professor Mackenzie.*) This is the first year I have been here in which we have had no such students in the philosophy class. (*Principal Griffiths.*) There were some 8 to 10 years ago. (*Professor Mackenzie.*) Yes, we used to have 9 or 10, this is the first year we have had none. (*Principal Griffiths.*) That is very significant.

895. What does it mean?—(*Professor Mackenzie.*) I do not know.

896. There used to be a considerable class of men who went out to do service on Sundays to the churches about; have you got many of them still?—(*The Registrar.*) If you are referring to the class I last described, there are very few of them; there are a few, and I find they are rather fond of taking Greek and Welsh, especially Welsh, because they are Welsh-speaking students; but the average kind of intelligence of those men, so far as I can judge the students, is very much higher than it was 8 or 9 years ago. (*Professor Burrows.*) This year I have only one man in my intermediate class who is not taking the Welsh degree.

897. What I wish to know is the effect on their college studies of their Sunday work? Does it interfere much with their other work?—(*The Registrar.*) Well, they have to do it, because they are practically all so poor.

898. I know, for I have several at Jesus College, who come to me for leave to go away on Sunday, and I always give it, provided they have not got to write new sermons?—Well, they do not generally write many new sermons, because they do not go to the same place, but they are so poor that they are bound to earn money.

899. Yes, I know, but is that class increasing or decreasing here?—There is a feeling among the theological students in this College I know, and also throughout Wales, that they ought to preach as little as possible during term time, and their preaching ought to be confined, as far as possible, to the vacation. Now there are so many scholarships in connection with the University Colleges and their own denominational colleges, that there is an increasing number of students who do not preach in term time; but years ago, when there were few scholarships, they had to do it, or they could not pursue their studies.

900. (*Mr. Ogilvie.*) Do the degree students abstain from preaching in term time?—I do not know, but there is that growing feeling in Wales.

901. (*Professor McCormick.*) Regarding the variation in numbers and option of subjects, which constitute the graduate curriculum in the University of Wales, perhaps we might have some information as to how far the representatives of the Faculty of Arts consider it satisfactory. And also one further point, as to whether you have the power of regulating the students as to their choice of subjects, or merely the power of advising them?—(*Professor Mackenzie.*) I do not know how far you know the University Regulations; have you seen the University Regulations?

902. Well, we have to a certain extent?—(*Principal Griffiths.*) I should advise you not to embark on it. (*Professor Mackenzie.*) The general point is that they have to take nine courses, which does not necessarily mean nine different subjects, and one of their courses must be Latin or Greek, and one must be a science subject, including in science philosophy and political theory. Apart from that, there is freedom of choice, except that in taking certain subjects they are bound to take others. In taking special Latin they must take intermediate Greek, and some other limitations of that kind.

902A. If they take English, they must take intermediate German?—They must take intermediate German; there are a few conditions of that kind.

903. (*Chairman.*) Supposing a student offers a choice which you think is eccentric, and not for his own good?—The students consult the Deans of the Faculties at the beginning of the session, who advise them as to their courses; as a rule it is not necessary to do more than advise.

904. That is enough?—I do not think it is necessary to do more than that; I do not think any more is done, at all events.

905. (*Sir John Rhys.*) They generally follow the advice, do they?—They generally follow the advice. They get advice often from many sources. They are often advised by their theological colleges, in the case of theological students, and if they are in training they get more than advice from the Board of Education very often.

906. (*Professor McCormick.*) And do you not find that their choice depends very much upon the particular hour at which professors are lecturing? If they are training students, do you not find they take Latin and Zoology together, because the hour suits?—Well, not very much so. We have arranged our time-table so that most arrangements are possible.

907. Even for training college students, who have other duties?—I do not think that affects them much, though it does sometimes. (*Professor Burrows.*) We have rather lacerated ourselves sometimes, to get our time-table to fit.

908. It is a difficulty undoubtedly?—It is a difficulty in a few cases.

909. Is it your opinion that Training College students during term time are rather apt to hustle their University studies?—Yes, it is to some extent; that is a point we have a good deal under consideration at present.

910. That for the purpose of Training College students—I mean, who are taking their degrees—to get their proper University proportion of work, really the period would need to be four years instead of three; they are trying to cram four years' work into three?—(*Professor Burrows.*) With reference to Sir John Rhys' question about ministerials, I should like to add that we feel that one of the great advantages enjoyed by the Welsh University Colleges is this close connection with the theological colleges, and I may mention that out of the 28 students who have taken Honours in Greek since the beginning of the University, seven have been ministerial. And also in regard to the share they take in the general life of the students, there have been several cases of ministerial students being President of the Students' Representative Council, which is the leading office amongst students. They are distinctly a very important part of our College. (*Professor Mackenzie.*) Fifteen or 16 have taken Honours Philosophy.

911. (*Sir John Rhys.*) That is just what I would have expected *prima facie* that philosophy and theology would go together?—(*Professor Mackenzie.*) Yes, almost all my students have been ministerial students.

912-3. (*Mr. Ogilvie.*) This has an important bearing on the subject which has just been discussed. I should like, if we could, to have a statement prepared, as

bearing on the year 1907, showing for the graduates of this year the number of each course which under each category—Intermediate, Ordinary, Special, or Honours—was recorded for degree purposes. That is to say, supposing there were 50 graduates, taking the records of those 50 graduates, there might perhaps be 300 Intermediate courses counted towards their 9; 200 Ordinary, and so on—you have a statement of that; and in addition a statement giving, not the total number of courses for each taken in that way, but excluding any course which had been covered by subsequent study in a higher stage of the same subject. That might be in the second line of the table. Take a man who had counted as two of his nine courses Intermediate Latin and Ordinary Latin, then he would appear as one in the Intermediate and one in the Ordinary, *qua* these two courses. In the second line he would appear only one in the Ordinary, the Intermediate being dropped out. I think it is a statement that can be quite easily prepared from the published information?—(*Principal Griffiths.*) The first one, Sir, can be very easily prepared. We can set a clerk to work now, and get it done during the morning; but the second one—it could be done, but it would take a considerable time, checking with care.

914. Not very long, Principal; the information required is given in this paper published by the University?—Yes, we have that; a record of courses.

915. It really means to exclude every figure 1, where it is followed by a figure 2 in the same subject?—In the same subject.

916. In the same subject?—Yes, do you understand, Mr. Brown. (*Mr. Brown.*) Yes, I think I follow. (*Principal Griffiths.*) I wish you to set somebody to work on that at once.

917. If the three Professors present would favour us now with any observations on the point of that table I would be very glad to have them. The point is as to how far Intermediate courses form the weight of the graduation record; that is really the point of the statement. Could you tell us anything from your general impression, as distinct from the figures? Of course figures may be misleading?—(*Professor Burrows.*) Well, the simplest answer is the regulation. (*Professor Mackenzie.*) They may not take more than five intermediates altogether.

918. (*Principal MacAlister.*) Most people take 5?—It is a little difficult to say. I think most of the class I have been speaking of a little while ago, the students under training, take 5; they are almost bound to on account of the variety of subjects required by the Board of Education, but the other students I think very often take 4 intermediates in their first year, and no more. (*Professor Burrows.*) I should say that is the case, except where an intermediate is required for the purpose of another higher subject; for instance, Intermediate Greek is required for special or honours Latin; intermediate German is now required for honours English; intermediate Arabic is required for honours Hebrew. In that case the Intermediate is very often, even by quite a good student, taken later as a fifth Intermediate, but with this exception and that of the normal students already mentioned, I believe that the proportion of students who take five intermediates would be found to be small.

919. (*Mr. Ogilvie.*) Who have left five intermediates not covered by further study on the same subject?—No. I am referring to those who take five intermediates in all. There is the maximum which could be taken without being subsequently covered. (*Professor Mackenzie.*) Some take only three in their first year, and go on to Ordinary courses. A certain number enter ordinary courses in their first year, as you have heard. It is not a large number at present, but it is a gradually increasing number.

920. (*Professor McCormick.*) There is just one more point that occurs to me as raised by your report, and that is the account of the two chief deficiencies in arts, at the foot of page 7. Of course, the first, building, I daresay, we may leave out, as you hope to get that remedied at once. But the second, the inadequacy of the College Library, has, of course, been raised before us by the other two Colleges already. I think it must be admitted. Could you give us any facts regarding what each department gets; do you give a certain sum to each department for the library, or does the Library Committee just apportion books as needed?—There is a certain sum; perhaps the Principal can tell us more definitely about that? (*Principal Griffiths.*) The Council gives a certain sum to the Senate, and also spends, independently in a sense of the Senate, a certain sum in periodicals. Taking the sum which they give to the Senate, which last year was about £180, the Senate allocates to the departments; not equally, but the variations are not very great, though we are reconsidering the method of allocation at the present time. This has been, I think, the department which got most per annum—got about £9. Is not that about it? And the smallest, with the exception of one, which is allied to another department, got about £5. Those sums are left to the Professors to spend in the way they think fit on books in their department.

921. But the periodicals?—The periodicals are taken separately, and I was told the other day that the amount expended for periodicals is, with the binding, close on £100.

922. You spent in 1906-7, £355 on the library?—Yes.

923. Of course, that would include the librarian's salary?—No.

924. Merely books?—Books and binding. Binding is a serious item on us, because the books are so used by the students.

925. Books and binding?—And periodicals.

925A. So that if you gave £180 to the Senate, it would leave another £180, practically half, which you keep in your own hands, for binding and periodicals?—Yes, and for odds and ends connected with the library.

926. (*Sir John Rhys.*) I suppose as to periodicals, the scientific periodicals run up to a high figure comparatively?—I do not think they do. (*The Registrar.*) More than the others.

927. Do you take in any foreign ones?—Yes. (*Professor Mackenzie.*) There is a complete list of the periodicals in the Calendar. (*Professor Burrows.*) And in the prospectus too. (*Principal Griffiths.*) A considerable number of the science ones are presented to us.

928. Then the other periodicals will meet a larger description of students?—(*The Registrar.*) Page 97 of the Calendar.

929. Yes, I have got it; periodicals on the Arts side would not be narrowed down to such a small number of readers I suppose?—(*Principal Griffiths.*) One difficulty is that our sets are so incomplete; we have never been able to complete them. We have taken in things since the College library started; we have never had any money to complete those sets. You know what effect that makes in the value of them; not from the commercial point of view, but from the point of view of referring to them.

930. You will find that trouble everywhere, especially at the Bodleian?—I may say the Council has increased this amount to be put at the disposal of the Senate since I came to this College from £80 to £180, so it is doing its best.

931. (*The Chairman.*) May we now go to the statement on behalf of science?

932. (*Mr. Ogilvie.*) Before we leave this, there is a question as to the age of students. I cannot find in the papers an analysis giving the ages of students. Is that available?—I do not think we know very well, so long as we require they shall be above 16; I do not think we have got the figures. (*The Registrar.*) We do not give that now.

933. (*Professor McCormick.*) We were able to get from the other Colleges the entries for this year, so many from 16 upwards?—(*Principal Griffiths.*) Yes, we could give them; in the matriculation book they enter when they were born. (*The Registrar.*) We will have that sent on.

934. (*Mr. Ogilvie.*) I would like to have that for all students who are taking the graduation course?—Yes, for all course students.

935. For students who are taking the graduation course, the number who were 16 and under 17, 17 and under 18, and so on, on entry for the years 1907-8, say. And then I should like to complete that by having a parallel column; it would not apply to the same students, but it would be useful, a very useful piece of information, for the students who have taken their degrees in the year 1907, the age at graduation. I have got a note of it here, Mr. Registrar?—(*The Registrar.*) Thank you.

936. So that we should have in a convenient form a general impression of the numbers. You will probably find some difficulty in providing the graduation ages?—Oh, not very great.

937. But it is not essential that it should be complete. You may give it as far as you can, and state so many not ascertained?—We could give it quite complete, because we have got the exact age of every person who enters the College. (*Principal Griffiths.*) You have got a note there of what you want?

938. Yes, I have put it down. I should like to ask the Professors of the Faculty of Arts what is their view as to the proper aspiration of the College with reference to the permanence of the Intermediate courses in school subjects. You see, examining the Calendar, one finds in such subjects as English, Latin, Greek, Mathematics, to name no others, the Intermediate course dealing with stages of work which are definitely recognised at present in many secondary schools as part of the school work. One knows that at present we are in a transition period. I should like to know what the views of the Professors in the Arts Faculty are, as to how far this state of matters should be permanent, and how far it is desirable to limit the work provided in the one institution or the other?—(*Professor Burrows.*) You mean in the schools or in the University?

939. Well, in the one or the other?—Speaking for myself, Sir, I should think we certainly should not like to limit the work of the schools, and if the schools can come up to a higher standard, certainly all the better for the University, and so far that the simpler kind of work will be gradually rendered less necessary. But I am afraid it will be a very long time before the students who come to us will receive a school education of a very complete kind in all of these subjects, or indeed, most of them. A great many of our students do not come from the secondary schools—a great many; hardly any of the ministerials come from the secondary schools; they nearly all thought of taking the University course later in life. Many of them have been actually at work in their own trades or businesses.

940. (*Sir John Rhys.*) Is that passing away, do you think?—No, I do not think so. (*The Registrar.*) I met the other night about 25 ministerial students from this College. There was only one of them who had spent all his life in school; all the rest had been out working.

941. (*Professor McCormick.*) These were not taking degrees?—Oh, yes, and some of them the best students of the College.

942. (*Sir John Rhys.*) I know very well that this used to be the state of the case. Do you not think that the existence of the secondary schools will tend to diminish the numbers?—(*Professor Burrows.*) Possibly; it will be a very gradual process. And we must remember, of course, that we are rather apt to think of the final years of school as 17 and 18. Now, a very large number of our students leave school before 17; and I think we must not judge the school subjects from the standard of the big English public schools; we are a little inclined to judge school subjects from what is called the sixth form in a public school.

943. (*Mr. Ogilvie.*) Yes, but taking a typical case, first of all look at the students in two sets; first, those who come to the University from the secondary schools, and let us consider apart those who may be roughly classified as ministerial students who come as you have just explained. Taking the first set, those who come from secondary schools, in any good secondary school, I suppose, in the case of Latin, for instance, you would not consider that the pupil had ended his secondary school course until he had done the work proper to the intermediate course in Latin, the set books are only Cæsar, Horace (selections), with certain History of Rome, unseen translation of simple passages in prose and verse. That is obviously within their reach at school. (*Principal Griffiths.*) Prose composition, too.

944. Translations at sight of simple passages in prose and verse?—There is prose composition, is there not, too?

945. Yes, that is well within the reach of the secondary schools, is it not?—(*Professor Burrows.*) Yes, but I think there it is very largely a question both of method and of standard. We have been discussing lately, for instance, the standard of our Latin Intermediate. The standard is extremely high. I think we plough about 50 per cent., and the difficulty which we have been facing this time is that many students who have taken matriculation, and have passed matriculation, are not really up to our standard of beginning the intermediate course, because we have made our Latin intermediate a distinctly higher standard, and I think the experience of those of us who have examined elsewhere—though I think this is a point on which perhaps my remarks had better be treated as confidential, as it is rather a delicate matter—is that our standard of examination is extremely high. We give much more importance to the more difficult parts of the subject, to composition and unseen. We plough on it alone, for instance; very few Universities do.

946. (*Professor McCormick.*) What examination are you referring to?—The intermediate examination; the examination held at the end of the Intermediate course. I quite agree that a boy in a sixth form of a really first-class public school would find the intermediate a nuisance.

947. I think we had better leave the sixth form of a really first-class public school out of account. Let us take the normal secondary schools in England; let us take that, or take an intermediate school in Wales—an intermediate school here; how about that?—Hardly any boys would be ——

948. (*Mr. Ogilvie.*) Hardly any boys would come from intermediate schools here able to satisfy the test at the end of the intermediate?—At the end, passing it, I should hope they would. (*Principal Griffiths.*) I think there is a misunderstanding. You mean at the time they come from school, would they be able to pass the examination at the end, without tuition here? (*Professor Burrows.*) Perhaps three or four boys at the top of the school, but the average boy would not be able to. We had one very good year when we had about four from one school.

949. (*Principal MacAlister.*) Practically you mean three or four ordinarily are able to enter at once upon the Ordinary here?—Yes, from any one big school.

950. (*Mr. Ogilvie.*) Am I stating your view properly, that you see no immediate possibility or probability of the boys being forwarded to the College from a good intermediate school with attainments such as you relate to the end of the intermediate course?—Except in a small number of cases.

951. Now, as to how far that is desirable, would you tell me your view on this point: In an intermediate school, a school doing work of this type we are considering, the number of boys in classes that would be preparing for any such finishing examination in school work would not be great. The number of pupils in the Latin intermediate class here is 101?—Yes.

952. Now, do you consider that for work of the type that we are considering, the conditions that obtain in the school, or those that obtain in the College class with 101 students, are the more appropriate?—Of course, there would be an immense

advantage in having a smaller class. We ourselves hope very much we shall be able to get funds to enable us to have more assistance, and to make those classes smaller. That very class, for instance, we hope to be able to break up. That is one of the pleas we should urge to you that our classes are necessarily too big. But while admitting that our classes are too big, and that it would be very important to have funds by which we could lessen the number, I think we would strongly urge that we do believe that even in beginning subjects, subjects can be taught either from a University point of view, or from a school point of view. For instance, take the question of German. German is practically not taught at all in the Welsh schools, and it is very unfortunate that it is not. In the University, we have not a large Department, but we have a certain number of students who are taught German, because of their English. They are taught from the beginning, but they are taught with comparative philology from the very start, and the teaching of German is just as much a University subject, although it is taught from the start.

953. Excuse my interrupting you, but you are not meeting my point. You are now considering the difference between teaching grown-up students and the teaching of boys. I want to get at the education of boys who are continuously at school till they come to the College; and considering only the subjects that practically form a uniform element in the school curriculum. Your argument, if it were to be applied in this case, would have to go down to the teaching of the elements in the University in every subject; so I think we may set that aside. Your view is that this intermediate stage work is even in the case of boys who have had the oportunity of attending a secondary school, of good type, more proper for the University than for the school?—No, I do not say that at all. If the schools can keep their boys, and can give them teaching up beyond our Intermediate, we have already made facilities for not doing the work over again; and if we could manage to get from the schools boys and girls who were all able to take our Ordinary, we should be delighted to have them. But till that is done, we claim that we do avoid the difficulty by teaching this subject from a University point of view, and not from a school point of view; that is my point.

954. Then this is consistent with your view; that assuming that the schools, by the improvement of their methods and otherwise, were able to supply at this stage, that is the close of your intermediate course stage, at the age of 17 to the University, you would rather have them so than have them at 16, at the beginning of the intermediate stage?—Yes, certainly. (*Principal Griffiths.*) We do not have many at 16; we have very few.

955. You would have more if the schools were working up. It is not as to the present, but what is the aspiration of the College in this matter?—(*Professor Burrows.*) If we could avail ourselves more largely of the regulation which enables a student to take the ordinary and not take the intermediate—Regulation 33 we call it—we should be only too pleased; that is what it comes to.

956. (*Professor McCormick.*) And you think there is hope. You are just beginning a Welsh Education Department, and the University Colleges of Wales are supplying now the teachers in the Welsh intermediate schools, which will naturally be better equipped and better fitted to do this work as time goes on?—We hope so.

957. (*Mr. Ogilvie.*) You would be very disappointed if they did not have the chance of doing it?—Yes.

958. (*Professor McCormick.*) In speaking of the age of leaving schools, you were thinking of English public schools?—Yes.

959. But the thing which struck me and my colleagues is the advanced age at which a good proportion of your students are leaving the intermediate schools, and as a matter of fact I suppose that the average age—we shall get, of course, the statistics afterwards from the Registrar—is 19?—(*Principal Griffiths.*) They are not allowed to stop after 19.

960. I am referring to the age of entry to the University?—(*Professor Burrows.*) If it is so, that average would be brought up by the ministerial students. (*Professor Mackenzie.*) And also by the training students, who are bound to be 18 before they can enter on a training course. (*The Registrar.*) And also by the engineering students.

961. We shall get that differentially probably in the table?—Yes.

962. (*Chairman.*) Averages are of no use, because a man may come between the age of 50 and 60, and he raises everybody one?—Yes.

963. (*Sir John Rhys.*) In the case of the ministerial students, there is one point which I think has not been brought out quite so clearly as I should like. I do not know whether it is known to all that they are not selected for the ministry until they are grown up, and can judge for themselves. In most denominations in Wales, excepting the Church of England, they insist on their having a definite idea of going into the ministry, or what is sometimes known as a "call": that is a difficulty which continues, I think, with regard to getting them into training earlier.—(*The Registrar.*) There is another point too in that connection, that ministerial students are not permitted by the Baptists, or the Independents, or the Calvinistic Methodists, the three great denominations of Wales apart from the Church, to regard themselves, or to be regarded as ministerial students, until they have actually preached before the Churches; so they must prove that they have got the gift of thinking, and the gift of expressing themselves, before they are recognised as ministerial students, and therefore before they enter the College for training.

964. (*Mr. Ogilvie.*) The relation of that point to the other is quite simple, that we must regard these students as by themselves in any matter of this sort, and the conclusion would be that there is no appearance of any other provision for giving them the intermediate stage instruction, no other facility than that afforded in the College, but that, in so far as facilities are afforded in the College for that purpose, they are really facilities that are essentially of a secondary school stage, although from the fact that the students are adults and capable of attacking subjects in a different way, the instruction would be of a different character?—That is not quite correct in every particular. There are preparatory schools, for instance, for Theological students connected with the Calvinistic Methodist Theological Colleges in Bala and in Aberystwyth, but it applies absolutely to the Baptist students and to the Congregational students. They are too old to enter the intermediate schools, and they have practically no opportunity of preparing themselves up to the intermediate stage, except in the University Colleges. (*Professor Burrows.*) I think to a very large extent that statement is what we should accept, but I should just like to urge that after all the question as to what is or is not a school subject is a convention in any given place. Take the question of Philosophy. I do not suppose anyone would think of reading Philosophy at school. Take again the question of Hebrew. I imagine no school in the world teaches Hebrew. I was supposed to learn it at Charterhouse one hour a week; I did not learn it.

965. The Jews' schools?—The Jews' schools, but no other English schools would. We would urge that so far as ministerial students went the circumstances demand that certain subjects, which in other places are considered school subjects, should not be considered school subjects.

966. (*Principal MacAlister.*) Might I supplement that by saying you would expect in future that the intermediate classes of the University were practically confined to those so-called ministerial students, in school subjects?—I am personally trying very hard to get the Central Welsh Board and the Welsh schools to make provision to teach a certain amount of Greek to those of their pupils who take advanced Latin, but there are certain difficulties.

967. Intermediate classes are, in fact, appropriate to what we might call belated students in any ideal system?—I would not like to say that, Sir; that is just the point I do not wish to give; I do not think we should consider them as belated.

968. I am only using it to illustrate what I mean. —I mean in the essence of things there is no reason why. It is merely English tradition which makes Greek a school subject, as opposed to Hebrew.

969. I am speaking of school subjects which are universally taught in schools, not exceptionally.—(*Professor Mackenzie.*) When you speak of school subjects you mean language subjects?

970. (*Professor McCormick.*) Mathematics?—Mathematics might be included. In such a subject as history I conceive the teaching in College to be of a different sort from that given in schools.

971. (*Mr. Ogilvie.*) I would like to be perfectly clear about this, because it is rather a special point. As I understand it, provision requires to be made in Wales for the preliminary studies of those professional students, or adults. That is made, in the first place, as I now learn, in certain sectarian Colleges, provided as preparatory schools, but the University College undertakes at present, and will probably continue to undertake, just this type of work for certain other categories of students. That is about it?—(*Principal Griffiths.*) It is near it, Sir; but I for one can not quite accept the view that the work and standard of the intermediate is in any of the subjects, work that we call school work in Wales, or likely to be so for a considerable time. I think from remarks I have heard it is possible some of you are underrating the standard of our intermediate work. Remember that you can judge very little from a syllabus as to what the work is, but the fact that the examinations are severe, and the percentage of passes is kept low, shows that the standard is kept high. I do not want you to go away with the idea that the intermediate examination is practically a big matriculation. There seems rather that kind of feeling. I do not regard it as that at all. The fact that we find a large number of our matriculation students are not fitted to enter on the intermediate course in Latin, signifies that the standard is rather high.

972. (*Principal MacAlister.*) Or that the preparation is too low?—Precisely.—(*Professor Burrows.*) I suppose in bringing in a comparison with another University, which is rather a delicate matter, it will be treated as confidential, as far as print goes?

973. (*Chairman.*) Well, I think caution is necessary, but I will not stop you.—In examining—I will not mention the name of the University—in another big English University, I was immensely struck with the difference in standard between it and our own, in regard to classics. As a matter of fact, these students were not ministerial; they had not the secondary school difficulty, they had splendid secondary schools around the University, and yet our standard was immeasurably above theirs.

974. (*Professor McCormick.*) Personally, not as a member of this Committee, but from other opportunities, I am aware of that fact; at least, I will admit that fact. I do not know whether we are really thinking of the same University, but I know a University of the kind, but yet I do not know that we would either of us view it as an ideal?—No.

975. What I think we are wanting to be at is that the foundation of a University education is the secondary education of the country in which it is placed, and we want to see education organised and coordinated, so that there shall be neither overlapping nor gap; that is the point?—Yes.

976. And I think it is exceedingly probable, surely, that having regard to the number of teachers whom you are sending out as the produce of the University of Wales from your three constituent Colleges, it would be a natural result that in the Intermediate Schools of Wales, in which many such teachers are teaching already, and in which there will be more in the course of time, that the possibilities of secondary education for the pupils of Wales will become greater as time goes on.—(*Principal Griffiths.*) No doubt. (*Professor Mackenzie.*) It requires a little qualification, because the Intermediate Schools are a good deal staffed by graduates of Oxford and Cambridge for some time.

977. Perhaps your Welsh produce may be better?—Possibly they may.

978. (*Principal MacAlister.*) Better for Wales.—Yes.

979. (*Sir John Rhys.*) We are touching on a point on which I should like to know what the impression is; whether the schoolmasters especially are up to the mark in most of the schools that you have to do with? I know that at the time when they were first appointed they were not all what I should have liked them to have been: but the salaries were so miserably low that one had to take them.—(*Principal Griffiths.*) Their salaries are above what we can give our assistants a good deal.

980. They have been getting a little better of late?—£150, you may regard it as now a mean.

981. I have known an Oxford third-class man, or a passman—I am not sure which—train a pupil at one of the small country schools in Wales up to a high standard, both in classics and in mathematics. Now do you find, or suspect, that there are cases where the master is not able to guide and teach a boy who is fitted to receive a better kind of education?—(*Professor Burrows.*) It is difficult to give a universal answer where there is such a large number of schools, but I do not think any defect in the masters and the mistresses is remarkable; it does not come to our notice in any way; I do not think that we should say that that was one of the weaknesses of the Welsh schools. Very likely in given cases there might be stronger people, but it is certainly nothing remarkable. Sometimes the fact of there being many small schools, where the time-table is difficult to fit in, and where it is difficult to get specialists on many subjects, would operate as a disadvantage, but I do not think we have anything to complain of in the Welsh schools in that way.

982. I am very glad to hear that, and I suppose the salaries are a little better?—I think they are getting a little better.

983. And the kind of teachers secured?—Yes, I think so. (*Professor Mackenzie.*) I think the smallness of the staff is the chief difficulty. (*Professor Burrows.*) The Principal mentioned that about assistant masters in schools. There is a passage in the science report which I should like to add to our own. On page 2 of the science report there is mention of the fact: "The salaries of our demonstrators and assistant lecturers compare unfavourably with the salaries in English University Colleges. Though we have, on the whole, been very fortunate in securing good men, this difference must tell against us in the long run. The competition of the schools is also severe." I should like to apply that also to our arts assistants, even in the number. The schools give about £150, whereas we give £120, and, of course, for many of our arts subjects we not only compete with the secondary schools in Wales, but with the English public schools, where salaries are very much bigger. And I should like in reference to that to mention the fact that in some of the Scottish Universities not only are the official salaries paid to the assistants bigger than ours, but it has been rather the custom for professors having larger salaries themselves to supplement that, and that is how in the Scotch Universities some assistants have been able to be kept. There are two examples here in our own staff; Professor Slater, who is now here as Professor of Latin, receives less than he got as assistant at Glasgow. He received £400 there and £350 here. I received exactly the same, £350, when assistant in Glasgow, as I receive here. It is rather striking.

984. (*Principal MacAlister.*) These are exceptional salaries for assistants?—Still, they are both from one University, Glasgow.

(*Professor McCormick.*) There are assistants in both Glasgow and Edinburgh at £150, many of them.

985. (*Principal MacAlister.*) A great many, unfortunately?—Is it not supplemented by professional work?

986. (*Professor McCormick.*) No, they are not head assistants. I would like to point to this fact, and I think you would agree with me that it would be a danger to raise the salaries of assistants to any considerable degree, because you do not wish them to be permanent. The difference between an assistant and a teacher in a school is that a teacher in a school comes into it as a permanency. The reason why an assistant takes this place is that it is merely one step in the University ascent. I think at least that would be the reason the lower salary would be accepted by a better man?—Yes.

987. The one is an end and the other is a means?—Yes.

988. And further, I think, it is not altogether a service to the University that the salary should be such as to induce a man to stay too long?—That is quite true, Sir, and perhaps that is why, in regard to some of these exceptional salaries given in the Scotch Universities, matters are often arranged so that the Professor should be able to give out of his own income or not, as he pleases, if he wishes a good man—a man who does good work; he is able to do that.

989. (*Professor McCormick.*) I do not think that is arranged. That must be entirely a private matter.

990. (*Sir John Rhys.*) It works out in that way?—It works out in that way.

991. (*Professor McCormick.*) There the assistant is also a lecturer, and he is practically an assistant professor. It is not demonstrators that you are thinking of at £50 and £100 a year?—(*Principal Griffiths.*) But our point is this: I think you have neglected it in what you have said. If you only give these small salaries in a large town, they cannot live decently, and are bound to supplement them by other work; and they cannot give time to research. They are examining all the time, and not using all their energies for the benefit of the College and the advancement of their subject. If you give them starvation wages you cannot get the best work out of them, as you would if you gave them rather higher salaries; so we have not got this work.

(*Principal MacAlister.*) That is the true standard. You should have a living wage, but there is no question of competing with schools or other Colleges. There ought not to be.—They do not give a higher wage in these schools. A man cannot live respectably in a town like this, which is an expensive town, under £150 a year.

992. That is a proper standard.—I should not wish to see it above that.—(*Professor Mackenzie.*) About demonstrators, I may say that I think our assistants on the arts side are really assistant professors. They take their full share in the highest work of the departments, often teaching Honours classes.

993. That corresponds to the assistant lecturers that I spoke of?—(*Professor Burrows.*) That is so generally.

994. May we now take the statement about science?—(*Principal Griffiths.*) Professor Thompson is representing pure science, Sir.

Professors Burrows and Mackenzie withdrew.

Professor C. M. Thompson, M.A., Trinity College, Cambridge, D.Sc. (London), F.C.S., Professor of Chemistry in the University College of South Wales and Monmouthshire, and

Professor A. C. Elliott, D.Sc. (Edin.), M.Inst.C.E., Professor of Engineering in the University College of South Wales and Monmouthshire,

called in and examined.

(*Chairman.*) We have a statement before us; we may assume that to begin with.

995. (*Principal MacAlister.*) Could you tell us what the standard at the end of the intermediate year is?—(*Principal Griffiths.*) It is very difficult to compare that with anything else.

996. The Special in Chemistry and Physics at Cambridge?—A person who would pass the intermediate would be quite certain to have passed the special in Chemistry and Physics at Cambridge as it was six or seven years ago. I fancy some alterations have taken place, but as it was, as I had to do with it, I could say pretty certainly, that one who had passed the intermediate here could pass the Special in Chemistry and Physics at Cambridge.

997. And the first M.B.?—And the first M.B., no.

998. Between the two?—Between the two, yes, and more especially the first M.B., because it is a different type of examination. I was not thinking of the class of teaching subjects which possibly might not be taken here, and to which some importance might be attached in the first M.B., and which would not come into our Intermediate.

999. I am not thinking of scope, but of the standard of subjects?—The standard would be a little higher in the first M.B.; I am not certain that he would pass the first M.B. I think the standard in the first M.B. is a little higher than the Intermediate.

1000. Could you compare it with the London matriculation in chemistry?—A good deal higher.

1001. A good deal higher than the London matriculation?—Distinctly.

1002. The work of intermediate science which culminates in this examination corresponds fairly with the ordinary degree course of the first year, say, at Cambridge?—I should think that is quite a correct representation, differing somewhat in its kind, in its standard, and so on. I can speak with some confidence there, because, as you know, I prepared men for the examination for nearly 30 years in Cambridge.

1003. You would apply what you said to chemistry as well as physics?—I should think so. (*Professor Thompson.*) My belief is distinctly that chemistry compares with the London intermediate chemistry. I get a lead really through the medical students. We prepare medical students here, who are obliged to go in for the London preliminary scientific; and I also have the students who are taking chemistry for the Welsh intermediate. I think it is generally reckoned that the London intermediate is of a standard rather above the preliminary scientific, but there is not any very material difference. I am distinctly of opinion that the standard of the students who pass the London intermediate is superior to that of students who take the preliminary scientific. I do not mean that the men are intellectually superior, but you know medical students do not pay quite so much attention to chemistry.

1004. To put it succinctly, a student who had passed the intermediate, you would feel perfectly confident next year in sending in for the London preliminary scientific without any further preparation?—Oh, undoubtedly; I would expect the Welsh student to pass the London intermediate in Science.

1005. Also without any further ado?—Yes.

1006. Is there any equivalent recognised?—There are some differences in the practical work; that is a matter of syllabus.

1007. Do you recognise any equivalent?—(*Principal Griffiths.*) No; we do not recognise any equivalent

except for matriculation. It is our theory we shall never examine except where we have taught ourselves.

1008. (*Professor McCormick.*) Can you tell me whether you are keeping up instruction for the London degree still?—Hardly any.

1009. Are there any in Arts and Science?—Hardly any, except in medicine.

1010. Naturally you must have that?—(*Professor Thompson.*) Yes.

1011. In the others they have disappeared?—Nearly; I have had one or two.

1012. Are there any of the classes special courses for London?—(*Principal Griffiths.*) No. (*Professor Thompson.*) They have to take what they can get if they do not go in for the Welsh.

1013. There are no special arrangements made?—Not outside medicine.

1014. (*Principal MacAlister.*) There is no special coaching class?—No; except as regards the medicals; one arranges the laboratory work rather differently for the medicals. (*Principal Griffiths.*) It is our policy; we have definitely given up preparation for it; nor is there any call for it. The only cases that have come under my notice, apart from the medical, have been cases where a man has passed the London matriculation before he has come to us, and passed it in such a way as not to excuse him. Perhaps he has got a county scholarship; what is he to do? There is nothing for him but to go in for the London degree, but we do not undertake to prepare him for it.

1015. (*Professor McCormick.*) Won it in Arts?—Won it in Arts.

1016. (*Principal MacAlister.*) That has a bearing on the question, the equivalence of the standard, not the teaching itself. Does the student taking the teaching and examination here pass the corresponding examination in London without any special adjustment?—(*Professor Thompson.*) Most distinctly. One makes slight modifications in practical work on account of the difference in syllabus, but otherwise there is no difference.

1017. What part in the chemistry teaching is said not to be of a University standard?—It is merely a junior class which is given in the first term, and which is really kept on purely on account of the medical students who are not taking the London University course, but who are taking the Conjoint Board examination. Very often they come for the chemistry from the beginning, or at any rate they are very imperfectly prepared; they are certainly not up to matriculation standard; they want this instruction from the beginning, which is given in the October term. We have also the students, some of them in a similar position, who want to take technical diplomas in engineering and in mining. Apart from those students, I do not think it would be necessary to keep on the junior course at all, but there is no prospect that it will be given up, because one will never be quite free from those students.

1018. They are not University students in the usual sense of the word; they are students either preparing for the Conjoint Board examination, or engineering and mining diplomas?—(*Principal Griffiths.*) You have the same in the Medical School at Cambridge; there are men there who come there, and they have to be taught very elementary chemistry and so on, who get through their preliminary examination.

1019. These are not primarily aiming at a University degree?—No, the medical diploma. (*Professor Thompson.*) But one cannot expect to get rid of them. (*Principal Griffiths.*) No; and I do not know that we should want to.

1020. They want to prepare for other examinations than those of the University?—There are also exceptional cases—men have not taken chemistry in the matriculation, who wish to proceed to a Science degree. This junior course will also be taken by such students. It enables them to commence the study of chemistry.

1021. Is chemistry largely taken in the so-called intermediate schools here?—Oh, yes.

1022. So that they really provide you with those who have had your junior chemistry before coming to the University, to a large extent?—There has been a very marked improvement in the attainments of the students coming to the College in chemistry.

1023. (*Mr. Ogilvie.*) Is it not the case that in pure science subjects generally, while one school may carry out satisfactory instruction for preliminary and one or two sciences, you must provide in the University for the beginning of each science, because there are pupils who have had an adequate general education up to finishing of school period, although not in a particular subject of science that is represented?—Yes, I think that is so. I think as regards the students coming from the intermediate schools, they are possibly more adequately prepared in chemistry than in any other science. You see, no school takes up geology, for instance, and I am not aware of any school taking zoology; and botany is only carried to a very small extent, though it is taken up. On the other hand, chemistry and physics are taught—physics, I am sorry to say, not so much as it might be—but chemistry is a subject which is more taught in the schools than anything else.

1024. But you do not think that a student would commence with your intermediate course without having had any previous work in chemistry?—(*Professor Thompson.*) Oh, no, he could not. (*Principal Griffiths.*) Oh, no.

1025. (*Principal MacAlister.*) So that in all the science subjects practically you have to provide from the beginning for some students?—(*Professor Thompson.*) Yes, I think so.

1026. All Universities have to do it?—I think so; that is so. (*Principal Griffiths.*) The pressure to do that is diminishing. The number as to whom that remark applies is diminishing.

1027. In chemistry, and perhaps in physics, but not likely in other subjects?—No, it is not likely the schools will take up the other subjects.

1028. The junior course in chemistry is not necessarily a non-University thing?—Not as long as you have a Medical School, at all events.

1029. If chemistry were a necessary subject of matriculation, that would be a good point; but it is not a necessary subject of matriculation?—No.

1030. And may I ask about mathematics a similar question? One would very much like to know what the actual standard of the Intermediate was again, because there we come to a school subject. What is the standard of the Intermediate in mathematics?—(*Professor Thompson.*) I believe it compares quite fairly with the London Intermediate in mathematics.

1031. I notice it includes arithmetic, and so on; that is why I ask about it?—I am afraid I cannot speak with any very great detail about that.

1032. Perhaps the Principal could tell us?—(*Principal Griffiths.*) No, I should not like to. I do not know enough about it; I have not looked at the figures; but Professor Pinkerton will speak certainly on that point. He is a man of very considerable experience, and could give you any line you wish there. He knows the London work well too.

1033. You see the point. Mathematics is one of the school subjects, just as Latin and English are; therefore we want to know where you begin to consider it as a University subject?—Judging of it in two ways, as chairman of the examining boards, as I have said, when I was Vice-Chancellor, and also in the matriculation. I should regard it as very much equivalent to our additional subjects examination, if you remember, at Cambridge.

1034. For honours?—For honours.

1035. In the previous examination?—Quite, beginning about there; but that is only a personal idea.

1036. Is any money granted from the General Fund of the University for exhibitions, scholarships, and so on, in Science?—No, I think not.

1037. You do not need to encourage that Faculty from the General Fund?—Yes, Sir; but it already receives from these county exhibitions and so on, as compared with the Arts, what we felt was necessary, so we try to help the Arts side.

1038. So the answer is there are no grants from the General Fund for students' expenses or scholarships on the Science side?—Yes; several of the exhibitions go to the Science side. (*Professor Thompson.*) Exhibitions are tenable on both sides; we do not really make any distinction; they are granted on either Faculty. (*Principal Griffiths.*) As we mentioned before, there is about £400 worth, something of that kind; £300 odd worth of exhibitions. They are not necessarily confined, so many for the Arts, so many for the Science. We distribute the money to what we consider the best advantage.

1039. (*Professor McCormick.*) The figures given in Arts include all the Faculties.

1040. (*Principal MacAlister.*) So far as any are given in Science, it almost appears unnecessary, seeing the external encouragement is so great?—(*Professor Elliott.*) Yes. (*Principal Griffiths.*) Then you must remember we get some who are not qualified to take those. For instance, they have to live in Glamorgan, and their fathers be ratepayers and so on, to qualify for the Glamorgan ones; you get certain students who are not qualified for any of these. (*Professor Elliott.*) Some provision is made to meet the case of people who cannot pursue their course of study without help.

1041. In the way of charitable grants?—Yes. (*Professor Thompson.*) I want to state that is more a question of continuance. We do not give an entrance exhibition on purely charitable grounds; there are no bursaries in that sense, but sometimes there is a question of continuing an exhibition. It may mean a difference between being able to continue or not being able to continue; the student could not take an Honours course, for instance, and then we take the pecuniary circumstances into account; but the entrance exhibitions are not granted on these lines; they are granted on academic lines pure and simple.

1042. Are they granted after examination?—Yes.

1043. Competition?—(*Principal Griffiths.*) Open competition. (*Professor Thompson.*) We have an entrance scholarship examination at the beginning of each session; then we award the whole of the emoluments which are at our disposal as the result of the examination, the whole of the awards made at entrance; then the same examination, or part of the same examination, is also used for the awards of studentships. Those awards are not directly in our hands, although the results of the examination are used.

1044. (*Professor McCormick.*) Do you find competition a satisfactory method of choice from an elementary point of view? I mean, would it not be likely that the better-to-do parent would be able to give, previous to sending him to the University, his son or daughter a better education, and therefore a likelihood of a higher standing in the entrance examination, than the poorer parent who had not the same facilities; therefore, competition in the matriculation examination is hardly the best way of distributing help according to needs?—That difficulty applies in every University, does it not, Sir?

1045. It does, oh, yes?—(*Principal Griffiths.*) I think probably it applies with far less strength here than in most places. (*Professor Thompson.*) I think so. (*Principal Griffiths.*) Because the provision for any able lad of the bursaries awarded through the primary and secondary schools is so very complete about here, that I really think that an able hard-working lad is certain to have been able to get all the educational advantages of this district. I mean, they are very considerable, the efforts that are made here all the way up from the primary schools. The Glamorgan County Council have a very large system indeed, through the secondary schools and the intermediate schools, and so on. The poor parent is not placed at any disadvantage. I might go so far as to say, I think even in some cases the poor parent has an advantage in the education of his son.

1046. It is very important evidence in reference to the necessity of a higher standard of previous education?—(*The Registrar.*) I should point out, knowing this neighbourhood very well, the students of the College practically come from about the same class; they come either from the homes of artisans, intelligent working men, or else they come from the homes of small tradespeople. I mean, people in trade in this neighbourhood who are well-to-do, in many cases send their boys and girls to the higher schools of England for their education, and then to the older Universities. (*Principal Griffiths.*) 70 per cent. of our students come from the primary schools. (*The Registrar.*) They come from the same classes.

1047. (*Principal MacAlister.*) There are no well-to-do people who go in for these exhibitions simply to get pocket money?—(*Principal Griffiths.*) I do not know of a case. We have had a few well-to-do students here, but I do not think they have had exhibitions. (*Professor Thompson.*) I remember one case, and then the money was returned to the College in some other way; the daughter of a well-to-do man got an exhibition. I am afraid my memory is vague, but I am pretty clear that the money in some way or other came back to the College. (*The Registrar.*) It is so; there are cases of that kind, but very few.

1048. (*Mr. Ogilvie.*) May I ask, Professor Elliott, how far the students in your Applied Science Department are preparing for diplomas, as distinct from degrees. The College awards diplomas to both sections of applied science?—(*Professor Elliott.*) Well, about 50 per cent. of the students in the Engineering Department—I am speaking of the last two years—have passed matriculation, and generally every student who has passed matriculation takes degree courses.

1049. 50 per cent.?—50 per cent., so that there you would have about 50 per cent. of degree students and 50 per cent. diploma men.

1050. A distinction turns on the previous education of the student?—Exactly, so far as the education is concerned, but I may explain that that proportion was originally extremely small; it is only within recent years that it has reached these dimensions. I attribute it, of course, to the effect of the Intermediate Education Act.

1051. Then from what source do the students—the candidates for diplomas, those who have not had such previous education as would enable them to pass the preliminary examination—from what source do they come?—They come from all sources, Sir; from private schools and public schools; I mean, speaking of their early education. And then so far as engineering is concerned, the immediate place from whence they come is usually the works. Some of the men are not really deficient educationally, in speaking of preliminary education for engineering purposes; but they have strength on the Science side, where they had the opportunity and failed to matriculate before they left school, and found it was hopeless when they came to College, a heavy three years' course, to attempt to endeavour to pass the matriculation.

1052. What subjects in the matriculation are generally in their way?—Latin. (*Professor Thompson.*) That is no longer compulsory now. (*Professor Elliott.*) No longer compulsory; I mean, arbitrary things generally. Of course, you could interchange that with French. (*Principal Griffiths.*) French and higher mathematics are equivalent to Latin. (*Professor Elliott.*) And also English literature and history. It is hardish; it is rather imposing a difficult task on a man who has left school for three or four years to ask him to take matriculation work.

1053. So it generally turns on the question whether the man's previous education has been on sufficiently arbitrary lines to enable him to pass the matriculation?—Exactly so; but in any case he would be required to pass the matriculation before he went to College, because there is a regulation to the effect that no residence shall count for graduation purposes until the student has passed the matriculation; so that even when a student came to me sufficiently well prepared to pass the matriculation, with a little coaching in a few months I would be apt to tell him

to go away and undergo that training and come back, and I was glad to hear afterwards that he had passed the matriculation, and had been enabled to realise a University degree, but in other cases it could not be accomplished.

1054. But such students have no difficulty in their way in proceeding to the diplomas the College gives?—No; that is the object of the diplomas.

1055. And how far do you find a diploma satisfies the needs of the students in question? (*Professor McCormick.*) In regard to appointments?

1056. (*Mr. Ogilvie.*) Future prospects?—(*Professor Elliott.*) I regard the diploma as systematising the study in the College, rather than as of professional value. At the present time, speaking of engineering, it has hardly any professional value outside the College; but of course it has this value, that it would take a place when a former student was applying for an appointment of a series of class certificates, and it would present a scheme of study with a backbone in it, and a system only leading up to definite results. It has that advantage, but it would not be accepted by the Institute of Civil Engineers, for example.

1057. (*Principal MacAlister.*) Is the degree accepted as the equivalent for the A.I.C.E.?—It is in the three departments of Engineering, the mechanical, civil and electrical, but in no other department.

1058. I mean, when he has taken a degree B.Sc. in Engineering, or B.A. in Engineering?—Yes, B.Sc. Engineering.

1059. He is entitled to be made an Associate of the Institute of Engineers without further examination in his subject?—Yes, it excuses the examination, Sir.

1060. (*Mr. Ogilvie.*) How far does the student going in for a degree take subjects other than those which are taken by the student working for the diploma?—So far as Engineering is concerned, the courses for the diploma and the degree are exactly parallel.

1061. Yes, other than Engineering; you mean so far as the Engineering degree is concerned?—So far as the Engineering Department is concerned, the same subjects are taken by the diploma men as the degree men.

1062. But does the degree man take other subjects?—Yes, he takes Mathematics and Physics.

1063. More than the diploma man takes?—Oh, yes, far higher.

1064. (*Principal MacAlister.*) The diploma is more technical?—No, Sir, subject for subject, it is about the same, but the standard of the work in the subjects outside engineering is lower in the case of the candidate for the diploma. In mathematics, the diploma man would be required to pass one of the ordinary courses; the degree man would require to pass intermediate and ordinary pure and applied, and special pure and applied.

1065. That is to say, he would have to take a complete course of mathematics?—He would have to take a complete course of mathematics.

1066. The diploma man has to take an intermediate course after examination?—(*Principal Griffiths.*) No, intermediate and ordinary. (*Professor Elliott.*) Ordinary so far as engineering is concerned; but we have a number of diplomas, and that would apply to what I call the engineering diploma. (*Professor Thompson.*) There would also be a difference in the chemistry. If a man was taking chemistry—he need not necessarily take chemistry—but if he takes that as one of his subjects, he would have to take a full intermediate course of the University of Wales if he was taking the degree; whereas he would not have to reach such a high standard if he were taking the diploma. And there would be a difference also in the amount of physics, so it is more in what we may call the subsidiary or foundation, whichever you like, the pure Science subjects, that the difference would come in between the degree students and the diploma students, than in the course of engineering.

1067. On the technical subjects the standard is the same; on the preliminary science subjects it is the same as for the College diploma?—(*Professor Elliott.*) I agree. (*Professor Thompson.*) And the mathematics are not carried so far. It is hardly preliminary, because the mathematics would be taken on to the third year.

1068. (*Mr. Ogilvie.*) It is preliminary and ancillary?—Yes.

1069. (*Principal MacAlister.*) But the diploma is not recognised by the Institute of Civil Engineers?—No, Sir.

1070. The reason of that is not because it is defective in engineering, but because they have not passed the preliminary in purely scientific education?—(*Professor Elliott.*) Nor have they satisfied the requirements in a very high standard of mathematics. The diploma in mining has to some extent professional value, because the Home Office excuses a person who is a candidate for a certificate as a manager of mines two years in respect of the five years underground experience required.

1071. Just the same as he does in the corresponding certificate at Cambridge?—I am speaking of the colliery manager's certificate; there may be such an arrangement, Sir, but it is very recent. (*Principal Griffiths.*) That diploma is of considerable value, and it was from here we got the Coal Mines Amendment Act passed, and enabled three years recognised diploma to be counted as equivalent to two years underground.

1072. Practically a mining certificate of this kind is of no value unless recognised by the Home Office?—They have to be recognised by the Home Office; yes, we had considerable negotiations with them before we got the final recognition. I should like to add, going back to what I referred to at the beginning, the question of the standards which I see is very much in the minds of the Committee all the time, that as to the higher standard of the honours subject, I can say that the first-class honours in any of these subjects with which I am acquainted at all, is a really very high distinction; I think there is no doubt about it. As Vice-Chancellor, watching the action of the various Boards with regard to these first-class honours, I think it will hold its own; the men who have got our first-class honours will hold their own in their subjects with any of the first-class of any University in the Kingdom; it is really a high thing.

1073. (*Professor McCormick.*) Yes, you admit that Honours being in one subject, such as, say, Latin, and not in Greek as well, and so on, is perhaps a defect?—It just depends, Sir, whether you want things in chains or not; I can only speak of the Science side remember.

1074. Science you are talking of; I beg your pardon?—And I have my views as to quite the wisdom of our course, I confess; but it is not as to whether there are any serious defects, but as to whether it would be wiser to copy the Cambridge Tripos plan, and compel distinction in two subjects before you gave honours at all. That is, I think, an open question.

1075. (*Principal MacAlister.*) Three subjects?—Well, three, or whether we altered it. They get honours in each separately now. I do want to emphasise the fact, and I do speak with a sense of real responsibility on that point, that I can say the standard is really a very high one with regard to first-class honours, and it is a very good one with regard to honours at all.

1076. Can you give us an equivalent examination?—I think we could send anybody who got first-class honours with us in for the second part of the Tripos at Cambridge, with every confidence that he would get a first.

1077. Because there a single subject will count; in the first part it will not count?—Yes. (*Professor Thompson.*) I should like to add that the Principal, as Vice-Chancellor, very often at examiners' meetings took occasion to ask, in case we were discussing a doubtful case of first-class honours, "Are you sure this is fully up to the standard of first-class honours of other Universities?" That is a remark which would be more especially addressed to the external examiner. It was only when the assurance was given that the

case was passed without question. Things have altered at Cambridge a lot since I was there, but certainly you could not say the standard required for a first class in the Tripos at Cambridge was equal to our Honours standard all round in three subjects.

1078. The first class in the Natural Science Tripos; you cannot get a first in one subject in the Tripos?—Nor can you in Wales; you have to take up at least three sciences at some stage.

1079. At some stage, but I mean for the final stage at Cambridge, for the final examination for Part I.?—Yes, but the third subject is often a bit weak. (*Principal Griffiths.*) Four subjects they take up usually, as a rule.

1080. To make quite sure of a first, they take four?—In Part 1.

1081. *Not* in Part 2; in Part 2 a man taking a single subject carries it to a much higher standard, and gets his real honours in that?—Part 1 might be taken in the second year. The secondary subjects are more important to some extent; the necessary subjects one must take the intermediate stage on the year.

1082. No doubt, it is a different distribution?—(*Professor Elliott.*) Yes.

1083. But the Principal has answered me. A first-class honours man in a single subject could go in with confidence for the Natural Science Tripos, Part 2, at Cambridge?—There is a difference in type, but I should unhesitatingly send him in. We have got a lad, a young fellow who has just joined us on our staff, a man who has got first class in the second part of the Natural Science at Cambridge. He was first of his year in physics; he left us three years ago for Cambridge, and he then got a second or third—I forget which—honours with us, and distinguished himself very highly there, and has come back to us now to join the staff. That kind of thing indicates that although he is not a man I should have regarded as exceptionally strong, yet he has done so exceptionally well, that our standard is not too low with regard to the honours. (*Professor Thompson.*) Were you going to explain the sort of way in which we should have to get over the interregnum when we have got partly into new buildings and partly not, or shall I make some further statement about that? (*Principal Griffiths.*) Would the Committee like to take that now? I would point out to the members of the Committee, that is touched on in all these reports—the want of accommodation question. It is naturally our duty to show you, as to whether we think there is any way of removing that, because there is no good our receiving facilities of other kinds unless we can cope with the difficulty; so some time I should propose to touch on that; whether you think it would come in well now, and Professor Thompson could take it up, or later, is a matter for you. All I want to say is this, from the Science side, that when we move in—and we are told we can do that next year; I think myself it will be twelve months—when the Arts and the administrative parts have moved into the new buildings, there will be a great clearance of rooms, and so on, here. The question is for the next few years, until we get the money to complete those buildings, we can carry on here more effectively in regard to accommodation than we have done in the past.

1084. In Science?—In Science. There is no question of Arts. Arts is going to be magnificently accommodated. That is a point I wish to touch on at the same time, and Professor Thompson would wish to touch on it.

1085. (*Professor McCormick.*) I think after seeing the new building?—After seeing the new building, the Committee might perhaps be able to take those points better. Before we pass from this, Sir, there was prepared and referred to in those communications to you a list of the publications of work and original work of members of the staff, and of students of the College. I do not think that those were circulated. It was said that they would follow. They are here now, if members of the Committee would kindly each take them, so as not to forget them. I think they are all important.

Professors Thompson and Elliott withdrew.

Professor DAVID HEPBURN, M.D., C.M. (Edin.), F.R.S.E., Professor of Anatomy, University College of South Wales and Monmouthshire, called in, and examined.

1086. (*Principal MacAlister.*) One question about the anatomy. Have you any difficulty in obtaining material for dissection?—We have no actual difficulty. We have never been stopped for work, and I do not anticipate that we ever shall be.

1087. You can get subjects all the year round?—All the year round steadily.

1088. You take them when they come?—We take them when they come. The truth is, if I could be absolutely certain of getting them when I wanted them, I would not be under the necessity of storing. I dare not face the possibility of a class commencing with nothing to begin on. I must store as opportunity arises. It is the matter of storing that leads to some difficulty. Members of the Boards of Guardians do not realise why it is necessary to have these anatomical subjects in my possession at all for some length of time. It is what seems to them an undue postponement of the burial that makes some difficulty, though I never get to the limit that the law permits. Still, I have to keep them as short a time as I can, to give satisfaction to the Board of Guardians.

1089. The point of my question was: is there any such difficulty in that respect as to hamper you seriously, supposing the School largely extended?—I do not think so. The School would have to be very large indeed before the source of supply was exhausted, and the sympathy of the Board is with us.

1090. Do you draw from any other place besides Cardiff?—Yes, if necessary.

1091. I will not ask places, but there are?—We keep the one place as a kind of reserve in case of emergency. I have no doubt I could tap further resources if emergency actually did arise, because the public in the district, and the Public Boards, are getting to look upon the School as part of their own property.

1092. Then that also leads to a third point. Supposing you became a complete School of Surgery here as well; it would be necessary for the Medical Council to insist on your instructing in operative surgery?—We usually have a class of practitioners; once a year they join my class as students of practical anatomy, but they use the materials for the purpose of practical surgery, and one of their own number—a skilled surgeon—uses that material for the purpose of practical surgery demonstrations.

1093. You have enough material to be able to afford that?—Yes; I have always been able to do that once a year since I have been here.

1094. In a rough way, without going into figures, could you tell us about what proportion of subjects the students and practitioners require?—I do not use more than one for practitioners. But we may use two with the number of practitioners coming in to-day; that, of course, is casual.

1095. But with regard to study and research, the proportion of subjects to students and practitioners is quite satisfactory?—Quite satisfactory, as good as I have been accustomed to anywhere; never any absolute dearth.

1096. At Edinburgh, you mean, that is not a satisfactory proportion?—It is much better.

1097. (*Professor McCormick.*) You do not need to have two students working at the same part?—We prefer to have two men do that, but we make them work at one part for three months. We do not rush it in six weeks, as they do at some schools.

1098. (*Principal MacAlister.*) And over and above what is required for dissecting, for practical surgery, you expect to have no difficulty in having enough for research?—I see none; I do not think there would be a real difficulty in that way.

1099. In fact, the local conditions are such that this might be a very strong anatomical centre?—I think it could be.

1100. With regard to physiology, is there any local difficulty which might hamper the development of the department; I mean of sentiment?—(*Principal Griffiths.*) There might very soon be, Sir. (*Professor Hepburn.*) It seems to raise it; however, they are not there long.

1101. Whenever a physiological department proposes to extend, I know that is a force that has to be reckoned with?—(*Principal Griffiths.*) There might be difficulties. (*Professor Hepburn.*) The difficulty of physiology, of course, is the serious obstacle of having one man teaching three sections of the subject so widely different from each other as experimental, chemical, and histology, and it is not well in the interest of the subject that that is continued.

1102. Is it your practice here to relegate histology entirely to the physiologist?—That has been the custom in vogue here, Sir. Yes, the experimental physiology is done in the three spring months, the histology and the practical work associated with it in the three summer months; and our present three autumn months are devoted to chemical physiology.

1103. That is merely a local arrangement; it does not necessarily follow that it is the best?—That is a local arrangement; it is in the hands of one man; he is only able to give three months to each of the parts of it.

1104. Do you hold an examination here, other than for honours in science, anatomy and physiology?—We use anatomy and physiology as part of the final examination for the B.Sc. of Wales.

1105. That is what I mean?—The final B.Sc.; well, of course, whether a man takes honours in physiology or anatomy depends on the individual. In my experience we have had honours candidates and pass candidates within the last four years. (*Principal Griffiths.*) A very few. (*Professor Hepburn.*) A very few. The obstacle to using anatomy and physiology as final subjects in B.Sc. rests with the fact that a medical student will not stick to chemistry any longer than he can get out of it, and in order to do the chemistry for the final B.Sc. he requires to be at organic chemistry for 12 months after he has passed the chemistry of his London examination. That is really our hardship in the eyes of the medical students, that they are not able really to get their B.Sc. without going into a field where they have little sympathy to be.

1106. You mean that they would claim B.Sc. on anatomy and physiology alone, if they could get it?—They would be willing to take in bacteriology as the equivalent of organic chemistry, or something of that kind.

1107. (*Mr. Ogilvie.*) They have taken chemistry to the full extent before?—They have taken chemistry to the full level. It is the extreme limit of the chemistry that stops the medical students from taking the B.Sc. more fully than formerly.

1108. (*Principal MacAlister.*) I do not know whether it is in order to refer to the coming statute about medical degrees?—Then it will work right, because our curriculum will be adapted to our own degree.

1109. Degree in medicine is made conditional upon a previous B.A. or B.Sc.?—But then, the man who wants the degree will fulfil the regulations.

1110. He will not hesitate to take chemistry?—No. Meantime our men are mostly qualifying in London for the University degrees there.

1111. University degrees mostly?—Yes, we have a very small number of conjoint students.

1112. But in London they require to have organic chemistry?—Yes, but they stop that in the second year. In Wales we want a third year. They are only required to take the organic chemistry to the end of the third year, in case they want to take the science degree as well as the medical.

1113. Either in London or Wales?—Yes.

1114. In regard to your own medical degree, in the future you anticipate that practically everyone will take the B.Sc. degree?—Everybody who wants the M.B. of Wales will do it.

1115. They may take the B.A., but you are contemplating the B.Sc. will be the natural avenue?—The B.Sc. will cover three years of work, and B.A. will cover less than that.

1116. What do you next require then, may I say, in regard to equipment and staff, to make your course for the M.B. Wales complete?—We require everything beyond the third year; everything that goes into the fourth and fifth years and sixth, wholly or in part. We have no pathology.

1117. You have no pathology?—We have no pathology; we have no surgery, theoretical or clinical; no medicine or midwifery. We have no mental work, no ear and throat, no eye work. We have the men in the district, all experts of considerable standing in every department I could mention. I do not think it would be at all difficult to get the men.

1118. But the most urgent need, then, is to establish pathology?—Pathology is the bridge that must be built in order to get from our present place to the final stages.

1119. With regard to the pharmacology, you have a makeshift arrangement at the present time?—We have a class going wonderfully successfully.

1120. But no laboratory work strictly speaking?—There is no laboratory of any kind. There is a museum, and specimens are rather restricted. It wants enlarging; I mean the specimens want augmenting, but still the men have done well in the London examinations from that department.

1121. But to form an intermediate link, you require both pharmacology and pathology in the laboratory side of the work, and it is no use going on to the clinical part until these are established?—I think these must be built first, Sir.

1122. In connection with the Hospital, do you anticipate that there will be any difficulty in making arrangements between the University and the Governing Body there?—I do not think so, because already the Hospital has accepted students for training in practical pharmacy. They accept them as students for general Hospital purposes. They have taught and arranged for the teaching of anæsthetics—the regulation course for students, and there is a steady diminution in the number of general practitioners, and a steady increase in the number of specialists on the staff. The Hospital itself is undergoing considerable enlargement. Special departments of all sorts are being finally rearranged and partly built, and it is a larger Hospital by a good deal than many of the London hospitals. There are over 20,000 Out-door patients per annum there, and over 2,000 Indoor patients. The younger members of the staff want to teach. They want the students in.

1123. What I mean is, supposing you appointed a Professor of Surgery to-morrow, having an endowment, how would you secure the ordinary surgical beds in the Hospital?—Well, the chances are that the man who has them would get the appointment.

1124. That is what I mean, the Hospital would practically nominate your professor?—Well, there is a choice of surgeons.

1125. (*Mr. Ogilvie.*) In the Hospital?—In the Hospital.

1126. (*Principal MacAlister.*) Pure surgeons?—Oh, yes, pure surgeons, excellent surgeons.

1127. I know something of this, but I am putting the questions in order to get them on record. Is it true also of physicians?—Yes. There are consulting physicians who restrict their time to that in the Hospital; pharmacologists as well.

1128. So that, supposing you had these three Chairs established at once, you would have no difficulty in selecting from those at present on the staff of the Hospital men absolutely qualified to fill them?—Absolutely sure of it. (*Principal Griffiths.*) Within 11 miles of this, it is also worthy of note, there is also a very large Hospital—at Newport.

1129. Would that be available for clinical teaching?—It is quite possible. It is always a good thing to have two public bodies to appeal to. (*Professor Hepburn.*) We have eye specialists at the Hospital, several of them; throat specialists, and lunacy specialists, within a mile of the town.

1130. And with regard to pathology now, a very important question arises, if you are to develop that as a University subject, with laboratory and professor—what facilities would he get at the Hospital, because without them he would be useless?—They have a good Pathological Department there, and they have a pathologist and an assistant, who happens to be a bacteriologist on this Report, and there is the whole facility for pathological work going on there daily.

1131. Could you obtain a Pathological Department at the Hospital, and so relieve the University of the necessity of providing one?—I do not know what the Infirmary Board would say to that. I do not think there would be any difficulty in ultimately getting the use of it, but whether we could establish this on them altogether, I do not know.

1132. Though that has been done at Glasgow?—Yes.

1133. (*Sir John Rhys.*) How far is it?—Five minutes from the door here.

1134. (*Principal MacAlister.*) Of course, the importance of that point is this, that during the fifth year and the fourth year, when the student ought to be attending his clinical work, he does not want to have far to come back for the systematic lectures. It is a very serious question whether you should not concentrate all your work of one year in one place, and if the Hospital is at a distance, such as Newport for example, to come back for systematic lectures to Cardiff, and to have to go to Newport for clinical, would be practically waste of time?—Yes.

1135. That is why I wanted to know whether the local facilities were promising at least?—Yes. (*Principal Griffiths.*) I think it probable that they would take a pride in rather helping us, I fancy so. Of course, in dealing with a public body unexpected difficulties do constantly arise, but there is no reason to expect them.

1136. Is there any representation of such, as far as it goes, of the medical staff of the College on the Hospital Board?—No, I do not think there is. (*Professor Hepburn.*) The bacteriologist is their honorary pathologist.

1137. On the Hospital Board?—On the Hospital Board; I sit on a minor committee. (*Principal Griffiths.*) We have a good many of our Council on, but we have not any special representation.

1138. I make the suggestion, it might be as well to establish some such relation as that, before you actually want it?—(*Professor Hepburn.*) I personally am on one of the committees of the Hospital.

1139. (*Mr. Ogilvie.*) What number of students have hitherto entered in a year, with a view to medical studies?—The largest number that has entered was last year, 28 or 30; I think 28.

1140. How many of those in the first year?—All of them.

1141. How many of those were taking the science degree concurrently?—Well, that I cannot tell yet; they do not intimate to me what they propose to do at all in that way; I do not anticipate there would be more than two or three.

1142. And the practice hitherto has been for them to spend the first two complete years here?—The first three. London University students come here from school on passing matriculation, and on being registered as medical students, they stay with us till they have passed the Intermediate M.B. of London at the end of the third year, or if they be Conjoint Students, they stay to the corresponding examination. If they go to the North they do not stay quite so long, because the arrangements of the Scotch examinations are not quite so suitable for their third year; that being due to the fact that Scotch students take up hospital work rather earlier than London students do, and unless the student falls in with his fellows at the usual place, he gets a little bit stranded.

1143. What proportion of them have gone to London (as against going to the North of England or Scotland) to the Conjoint Board?—In the last four years I have only seen three students, I think, go North; practically they all go to London.

1144. (*Mr. Lewis Williams.*) I might say, Mr. Chairman, we have brought Scotland to us to our great advantage, instead of our going to Scotland.

1145. (*Principal MacAlister.*) Your school up to anatomy and physiology is now recognised by the various licensing bodies throughout the country?—Throughout Great Britain and Ireland our school is recognised for three years' instruction. St. Bartholomew's Hospital would accept the training in public health in addition.

1146. Cambridge recognises it?—You are speaking, I think, Sir, of recognising it for a diploma, but St. Bartholomew's Hospital will accept it from a student, only the difficulties are that students do not stay here long enough to take it. After they have passed their intermediate, they go; they do not wait.

1147. Well, it is a little illogical for them, is it not, to take bacteriology before they have done pathology?—I think it is in some ways. As a matter of fact they do not do it.

1148. Bacteriology in fact was the most easily organised part of the course; I suppose that is why it has been established here?—Well, no; that is not really the reason. The reason is that the bacteriologist is the bacteriologist of the county of Glamorgan and the county of Monmouth, and the sanitary officers of public health are in the service of the county. They are established in their Department of Public Health, and they are utilised for teaching men in public health.

1149. You had the men on the spot?—We had the men on the spot and the materials, and they were used for that purpose. As a matter of fact, I think it is the prospect of the degree in medicine from the University of Wales that has for the moment quieted the desire to have a diploma in public health in the University of Wales.

1150. You have taken power for that?—The powers are there for the extension of the diploma when the degree is in working order.

Professor Hepburn withdrew.

Mr. LEWIS WILLIAMS called in, and examined.

(*Principal Griffiths.*) Mr. Lewis Williams has been connected with this College even before its establishment; he was one of the great movers in the foundation of it, and he is more intimately acquainted, I think, with the history of the College and the matters connected with the early time than any other man that we have in Cardiff, and therefore it was thought that he could very properly give information connected with matters which arose from the difficulties with which this College had to struggle at first; that he could give information on that point more to the purpose than any other member of the Council, and he has been good enough to attend here for that purpose.

1151. (*Chairman.*) We shall be very glad to hear what you have to say, and I think we had better let you make your own statement in your own way; we will ask explanations if we need them?—(*Mr. Williams.*) As one of the few survivors of the men who took part in the founding of Aberystwyth and location of the College here at Cardiff, I should like to say that the position to-day is one far beyond anything that we ever dreamt of as possible in the lifetime of anyone of us. To-day these institutions are really where we thought they might have been about the middle of this century. All the facts we stated, when we applied for Government aid, I think have been more than fully borne out, and I want to add just at this stage that the pledges we gave on the part of Cardiff, which are embodied in the volume of evidence which we submitted to the arbitrators, have all been fulfilled. Going back, to put it very briefly, to the time of the foundation of Aberystwyth, as Sir John Rhys knows very well, there was no part of the Kingdom in such a deplorable state educationally as Wales. In 1872 Aberystwyth was opened, and a very proud chapter in the history of the Principality is the sacrifices that the people, the middle classes and the working classes made towards that great effort. I think they raised altogether about £50,000 which was contributed from all parts of Wales. One very pleasing feature of the position to-day is though at that time the leading magnates in Wales, the landowners, and I may say very largely the Established Church, looked with profound distrust on the movement—I am thankful to say that to-day all that has passed away, and that so far as the support that is accorded to these institutions is now concerned it comes from all classes. I look upon that, remembering the past, as a very hopeful sign bearing upon the future. I want to get at the point to show how the fees were fixed. At Aberystwyth, at the time of the inquiry, you will find in the Report of Lord Aberdare's Commission, there were only about 57 students. The cost per head was estimated at £53. There was no Government grant, and, although it involved raising four-fifths of that amount, after lengthened deliberation they fixed the fees at £10. I know it has been said that that is a low fee, but I feel sure in my own mind that it would have been fatal if the fees had been fixed at any higher figure. Of course it was impossible to carry on the movement by voluntary effort, and we appealed to the Government for aid. They appointed a Commission, and I am very proud to see that one of its members is here, as I think it will be a great advantage to this Committee of Inquiry to have the experience that Sir John Rhys gathered on that occasion. The Commission consisted of six—Viscount Emlyn, Canon Robinson from the Charity Commission, Sir John Rhys, Mr. Lewis Morris, and the late Mr. Henry Richards. The Commission sat and instituted a very full inquiry; they sat in all parts of the Principality, and the result was a report which recommended that two Colleges should be founded. I am referring now to the University Colleges, not to the Report on Intermediate Schools—that one should be founded in South Wales, Cardiff or Swansea, and one in North Wales, and £4,000 a year was recommended as the grant to be given to each at that time. We certainly did not understand that that £4,000 was to be the maximum sum. That was a sum that the circumstances of the hour justified, but, as the necessities arose, it was an amount that we were at perfect liberty to approach the Government with regard to an increase. You are quite familiar with the constitution of these University Colleges; it is on a broadly democratic line.

(*Sir John Rhys.*) I do not know whether my colleagues have got copies of the Charter before them.

1152. (*Chairman.*) Yes, the Charter is in the Calendar?—The constitution of these bodies was set forth in the Calendar; you will see it set forth very fully. Formerly each one of the school boards elected a member, and this year we have modified the constitution. I do not think there is any necessity to go into the details, but that, Sir, you will find set forth very fully on the last page, the changes that have been made, and the new bodies that have taken the places formerly of the School Board. (*Principal Griffiths.*) That is subject, of course, to the consent of the Privy Council. (*The Registrar.*) To be confirmed also by our Board of Governors once more. (*Mr. Lewis Williams.*) It has been passed by the Council and the Court of Governors. It has been before the Council for several years, and this year it was passed again. The Governors elect a Council, and the point I am coming to is this, that on our first Council we had the great benefit of having four, if not five, of the Commissioners who sat in the Inquiry. They were all elected on the Council, and the President of the Committee of Inquiry was the first President of our Council, Lord Aberdare. After very serious consideration, with the advantage of their experience and the experience of men like Dean Vaughan and the leading Nonconformist ministers and educationalists of South Wales, who were on that Council, we unanimously agreed that the £10 which had been fixed at Aberystwyth originally, was the sum that it would be safest to adopt, and which, as I have said, was unanimously agreed to. Our Council knew Wales thoroughly, and having had the experience of the five Commissioners who had gone over the whole of Wales and gathered information from all quarters, I think that sum is one which represents all the wisdom that we could gather in arriving at such a decision. And it is one we have never felt that it would be safe to alter, with one exception, that we have added, and that after considerable hesitation, the sum of one guinea per annum for the entrance examination. I know that some questions may be raised on that point, but I would suggest very strenuously that it would be a very dangerous thing for us to attempt to modify that amount so far as any increase is concerned, because here, in Wales, and especially in this locality, we have not got that great middle-class element in the population which you have in your large English towns and in the majority of the English counties, and our experience of years has shown that the overwhelming majority of our students have been recruited from that class who could not have paid a larger fee. With regard to this question of the middle-class, I know it is often alleged that this is a very prosperous county and that South Wales is wealthy, but I should like to point out two or three facts in relation to it; that the capital of our great works is not held, except to a very small extent, in this district; it is absentee capital. In nearly all our great concerns—there are very few exceptions—the capital is held by gentlemen who are living away from this locality. That is a serious handicap to us in carrying on work of this kind, and though we have approached them in different ways for many years, we have failed to get the great limited companies to contribute to our funds. I could cite the four principal companies, one with a capital of £5,000,000, another with £3,000,000. It comes very largely from the fact that they are living away from the locality: in one instance, in which I could give you the name, Sir, if it were desired, where the chairman of a company is living in the Midlands, the company have contributed £5,000 to the Birmingham University, but having no local personal interest, have failed to help us in any form. All they want is to get the best return for their capital. They act justly by the men, but we have not been able to tap those resources. It has not been from the want of effort, and looking at the great shipments from here and knowing our extensive industries and the enormous tonnage of coal shipped, we have been disappointed in not receiving from the district the financial support we might have reasonably anticipated. Still, we are expecting from those quarters a generous response to the appeal our Principal is now making for the Mining School. I must not, however, fail to acknowledge the generous aid received from Earl Plymouth, our President, Marquis of Bute, Viscount Tredegar, the Drapers' Company, the Messrs. Cory, Thompsons, Lewis and David Davis, Dr. Edwards, David Davies, of the Ocean Collieries, and notably Sir Alfred Thomas, with other friends whose contribution you will find in the financial reports submitted to you. I should like to point out that another great lack that we have suffered from in Glamorganshire has been the lack of educational endowments. There has been more in the City of Bristol than we have in the whole of this county. I should say they have three times the educational endowments in Bristol—quite three times; those, not of Cardiff, but the whole of Glamorganshire. In fact, there are many English counties, and you will find

them referred to in the Commissioners' report, showing that several English counties have larger educational endowment than the whole of Wales. There is a chapter there, Professor Rhys will remember it, setting this forth very fully, and I commend that chapter to your consideration, because it goes into the whole matter so fully. That has been a very serious handicap to us. In addition to that, they have had there educational buildings with these educational endowments. We have had to face the whole problem of finding the buildings, and further, I think, it has its bearing upon our position, and justifies our appealing to the Government for aid. In the English towns, which I am delighted the Government have aided, such as Birmingham and Liverpool and Manchester and Leeds, you have had a settled population, and accumulated wealth in those cities. You have had the great buildings provided by the past generation; their public buildings, their infirmaries, their city halls, their institutions of various kinds have been built by the past generation; but here in South Wales we have had to face the whole problem—and our churches and chapels to a large extent. Take the case of this town. I recollect it when I was a lad we were about 18,000; while to-day we are 180,000. But the growth of the district outside in the mining valleys has been on a much larger scale even than that, so that these things I think should be weighed very carefully in considering our position. The mass of the people are in warm sympathy with the movement, and have shown, on the whole, I think, very generous sympathies. Well, now there is another point into which I should like just to go very briefly. What we want the Government to do for us, is what it has done for Scotland. Scotland has been wonderfully favoured in having this great gift of Mr. Carnegie; in freeing all the fees. We are not so anxious about that as getting the funds for giving efficient education. That is the position we take in Wales. We do not want the fees freed. We have no idea of reduction, but we must have help if we are to secure efficiency. Then there is no place in the Kingdom where there are such openings, where there is such a future, no place in the Kingdom where there has been such a development of the population. And on that point, knowing your time is very precious this afternoon, there is a document that has recently been prepared, and which I desire to put in as evidence, bringing it up to date—the Memorial of the Corporation of Cardiff in relation to the National Museum. That document will show you that the population of Wales and Monmouthshire in 1901 was 2,000,000; 1,500,000 of that population is in South Wales; it was 886,000 at the taking of these figures, but to-day, within 25 miles of Cardiff, you have 1,000,000 of population. Our area for which we have to provide will go beyond the 1,000,000. I have no hesitation in saying that our constituency represents three-fifths of the population of Wales; some say two-thirds; we want that fact borne in mind. We have the burden to face, we have the responsibility of providing this higher education for this, as I say, 1,500,000; well, 1,400,000, if not 1,500,000, our constituency. I am not saying this to depreciate the claims of Aberystwyth nor the claims of Bangor. I hope they will receive very generous support. We have no rivalry, except the rivalry of wishing each other success, and any good work that the other colleges accomplish we shall rejoice in. Yet we have got to face this great burden; therefore our claim will be far greater and far stronger than any of the other institutions. You will find these figures here; they are the official figures, and are set forth very fully on pages 3, 4, and 5.

1153. (*Principal Griffiths.*) Can you hand that copy to the Committee?—(*Mr. Lewis Williams.*) I intend to do so with a carefully prepared map, showing the circles of our area, which I think will bring more information to you and the Committee than if I were to speak for another half-hour upon it.

1154. It is a document we will read with great interest, I am sure?—They are facts which I feel we cannot impress too strongly, by those of us who feel the burden of responsibility with regard to this huge population. There are just one or two points and I have done; not only this great population, but the special claims of this district. When we started and took that £4,000 a year, we were not looking forward that at so early a period we should have to face a great Mining School. We were hoping for it, but yet our means have been thoroughly inadequate, the thing could not be faced. But I recognise very gratefully the splendid work which the late Principal did in connection with this work, his great spirit of enterprise, and his great ability, and his great energy, in fact he sacrificed his life for the Institution, and on the occasion of any inquiry here, I think those of us who had to work with him should be lacking in our duty if we did not express our grateful thanks in appreciation of the great and splendid work that Principal Viriamu Jones accomplished for us, and the broad foundations he laid. Now we rejoice in having so very able a man as our Principal, Principal Griffiths, and it is a fortunate thing for Wales that we have had one occupying such a very prominent position in connection with Science, which he has taken up, and his large experience and ability in that way will enable him to do, what no one else could do. We have to get a School of Mining into which no doubt you will inquire fully. This is going to be a very costly affair, but yet it is one of the greatest importance to this district. I will not touch upon engineering, because there is no greater authority in England than my friend Mr. Riches, who is the President of the Engineering Department of this new Anglo-French Exhibition, and has occupied the highest positions in connection with the engineering world. He will speak for that and the great claims of engineering. I am sorry that Dr. Edwards is not here to speak. You have heard this morning of what is being done at the Medical School, and as Welshmen, we are proud of the success that has attended that effort. That has more than justified all that has been said. But we have only just touched the fringe of these things. We cannot accomplish what is before us, we canot efficiently do even the work we have in hand now without larger and very much more substantial aid than we have hitherto been receiving. We have tried to do our duty in Wales. The people have done their part, and done it nobly, and we think that should be recognised, and we appeal that very generous help and increased help should be granted to us, and whilst we are thankful for what has been accomplished, in the words of Browning, "The best is yet to come." I do not know whether there is any question.

1155. Perhaps one or more of my colleagues may wish to put questions to you?—I must apologise for occupying so much of your time.

1156. We ought rather to apologise to you for making such a large demand upon your time, but you understand why we have been obliged to keep you here so long?—Oh, it is all right.

1157. I hope you were as much interested in the morning's proceedings as we were?—Well, I got too absorbed this morning; I went home with a headache; you have been grasping and going to the very roots of the work, to my intense satisfaction and pleasure.

1158. (*Principal MacAlister.*) Do you contemplate a similar low fee—it is admitted that it is low though it cannot be raised apparently for the professional students—when you get a great School of Engineering or Mining or Medicine?—(*The Registrar.*) The fees are not the same; the £10 does not apply, except to Arts and Science. (*Principal Griffiths.*) It does not apply to Science so far as the laboratories are concerned. (*The Registrar.*) It applies for the lectures. Then we charge £3 13s. for the use of the laboratories, but in the Medical School we charge fees something on a level with the other Medical Schools in the Kingdom; and in the case of engineering and of mining the fees are certainly not £10.

1159. My question was: Do you contemplate a similar low fee, not necessarily the same, but lower than by any means could be regarded as usual in those professional subjects?—It would be a guess at present. (*Principal Griffiths.*) There is only this point I would urge on that, Sir, that nominally—I am afraid it is nominally—the fees in the engineering schools are £30 odd, but you must remember all our students are drawn from Glamorgan, Monmouthshire, and Cardiff, and it is in return for the £1,000 which

the one county pays us and the £600 paid by the other two that we agreed to receive their students at the lower fee. That is the reason and the chief reason, I take it, for these contributions, apart from the scholarships. I think it is more important than the scholarships, the payment to us of these large sums. If it were not for those large sums I do not know what we should have done at all. We are paid by them £2,200, in reality something more for the medical school, which I will touch on after, and it is in return for that that we agree to take them at these lower fees, but the fee is different for those who come from the non-associate counties. The facts are we get very few indeed from the non-associate counties, but in reckoning those fees as so low you must reckon that it is the same loss as it is when a person enters the arts department or the pure science department and pays these fees, because we have to set against it this £2,200 a year we get.

1160. You get, in fact, subsidies from the City Councils in lieu of higher fees?—Yes.

1161. Is that principle likely to be affected if you get the medical and the mining and other professional schools?—At present we are having conferences with county authorities with regard to extending it to the mining with the hope of getting a larger subsidy. If they will pay us a larger sum we will take their students at a lower fee than was previously possible because it will pay us to do so. (*The Registrar.*) It does extend to the medical school as regards the Cardiff Corporation, they have given us a certain number of free studentships. We might so interpret the regulation as to free studentships that this should apply not only to the engineering but to the medical profession.

1162. What is the single value of the free studentship which they pay you?—Well, it depends; I do not know whether it would be more convenient for the Committee if that were entered on later; it will come up on figures which I shall submit. (*Mr. Lewis Williams.*) I should just like to supplement one fact. Leaving here this morning I met the Chairman of the Glamorgan Education Council, and I went over the matter. He thoroughly endorsed my views and said, "I wish you would tell the gentlemen." He gave me the figures. I said, "You had better let me have them in writing; it will show the progress and desire for education in Wales in a very marked way." In 1903-4 the number of individual evening school students in county schools was 8,257; in 1905-6 the number of students in the technical schools in the evening continuation schools has gone up to 28,907. They show it here, I will leave these facts. (*Principal Griffiths.*) They are in the Report of the Glamorgan Education Committee, which is to meet to-day; I only received the report to-day. (*Mr. Lewis Williams.*) And the number this last year is practically the same as in 1905-6, that is between 28,000 and 29,000. I said that is such a very remarkable statement I shall be glad if you will give me the official document; you will find it on the first page.

The witness withdrew.

Mr. T. H. Riches, a Member of the Court of Governors, and Member of Council of the University College of South Wales and Monmouthshire, called in, and examined.

(*Principal Griffiths.*) Mr. Hurry Riches is not only President of the Institute of Mechanical Engineers, but he has been the man who has had most to do with technical education in this town of any person in South Wales. He was Chairman of the Technical Education Committee during the whole time of the application of the Technical Education Act in this district, and he is intimately acquainted with all the work which has been done in Cardiff in that connection during the last generation.

1163. (*Chairman.*) We shall be very glad to hear your statement, Mr. Riches, exactly as you wish to give it, in your own order?—(*Mr. Riches.*) I do not propose going over any other points that, so far as I know, have been already dealt with by other gentlemen; but as the Principal has told you, I have been interested in technical education for 40 years, from the first introduction of the old Science Schools in Cardiff, and I have gone through the whole mill from junior student, I think, and Secretary; and as the Principal has told you, for the 12 years, during the time the Technical Education Act was in operation, I was chairman of the local committee. What I really propose to say to you is this, Sir. We are certainly very hampered for lack of income in this College. We have not been abundantly supplied up to now. We are extremely anxious to get a better income for the extended work which we are looking forward to. We are very anxious, indeed—and I am sure I am speaking not only my own views, but those are the views of the engineers in this part of the world—we are very anxious to see a very efficient School of Mining here as well as a thorough and efficient School of Engineering. And, so far, we have certainly not had the means of properly equipping their laboratories or doing the extent of work which, in my opinion, and I am sure I may say in the opinion of most of the leading engineers in and about this district, the College ought to be able to do. I most sincerely hope that your visit here will be a means of enabling us to do better and more complete work in the future. Now you will all realise that in this district there is a very large mining population. There is a very large industry in mining, and there are some of the most inflammable mines in the world where explosions have to be most carefully guarded against, and I hope, as I say, not only on my own part but on the part of mining people of this district and the engineers, that you may make it possible for this College to undertake a very considerable amount of research work in the interest of the protection of the lives and limbs of the large number of people, amounting to over 100,000, engaged in the industry in this district.

So far as our engineering is concerned, our mechanical engineering which I speak of more particularly, I may say that within the last 30 years I have turned out as apprentices and pupils a very large number of engineers, amounting to several hundreds, and I mention this point rather to emphasise what Mr. Lewis Williams put to you, the necessity of keeping fees as low as possible. I could enumerate to you particular places, if you desire it, and give you the names and the number of lads who have come to me, working men's sons, who have been able to come to the College who, generally speaking, have had to be helped by private assistance in the shape of small scholarships, and so forth, to enable them to continue their work; and if it were not for the small fees which this College charged, it would have been really impossible for those men to have attained the position in their profession which they do to-day. I may say perfectly fairly that amongst those there are men who to-day are getting their £1,000 a year, working men's sons, some of them even more than that, and many of them holding most responsible positions in the engineering profession in England and abroad. In this district a number of the controlling engineers have come through the College or been assisted by the College. In some cases they could not afford to pay even the fees that there are now, but I am quite satisfied that if the fees can be kept at their present low standard and assistance can be given to the College to furnish and equip their laboratories thoroughly well, a large amount of most useful work will be done in this district in the future, and that the whole district will have cause to be grateful to your Committee if you enable them to do this work, which I am quite sure the population as a whole will extremely appreciate.

I am not speaking without knowing what I am talking about. I know of hundreds within the last 30 years of young fellows who have missed badly the advantages such a College as this would give to them, and I think will be enabled to give to them in the future, simply because they have no means of obtaining the scientific education at a moderate cost, which I hope in the future this College will be able to provide. As I have before said, we have a very large number of people engaged in the mining. We have also a very large number of persons connected with engineering and mechanical science here in all branches, and I cannot help expressing myself most strongly that in the interests of the rising generation it is essential that this College should have more assistance in the future than it has had in the past to enable them to fulfil what I look upon as the duty of such an institution as this amongst a population so largely interested in and so largely requiring the technical scientific information which this College may be able to impart if it has the facilities and the means of doing it. I may just say that I have controlled the works that I am connected with for the last 30 odd years, and, as I have said, during that time I have turned out hundreds of engineers; and I can also say this, that in my young days, as a boy who has worked through the mill, I am not ashamed to say it, having had to cut my own road, I found 40 years ago what invaluable assistance I obtained from the old Science Schools, and afterwards was enabled through those schools, to go to the Royal School of Mines to get the necessary technical and scientific education which was needed. And I know that at that time I felt how hard the work was, how extremely laborious it was to have to cut your way up against such difficulties. I have aimed all my life, as far as I have been able, to remove some of those difficulties which I myself experienced in my young days, and I have always hoped to be able to assist others who were following—the younger men—to get their information and to rise in their profession without the same hard work that I have done myself. I feel that very deeply, and I hope you will excuse me expressing myself in that way.

1164. We are much impressed with your argument, Mr. Riches. It ends in a demand for more assistance from the Government, and, of course, we will pass on the argument that you have used as well as we can. But suppose it were suggested that a great deal of wealth has been accumulated in this district, and that the great concerns which have made the prosperity of this part of the country have not contributed such assistance to the College as might have been expected from them, do you think there would be any foundation for a statement of that kind?—I think there may be some justice in it, Sir, but I also think at the same time that a large number of these concerns are limited liability concerns, with no soul to save, or——I will not complete the quotation, and therefore you have no tangible person to go at; if I may put it very tersely, to make them do what many of us think they might do with advantage. And it is not those people, it is not the moneyed people and not their sons or their belongings who want this assistance, it is the poor people, the people who are struggling up from the rank and file, and who make the most efficient men, with few exceptions, in the technical work of this College. (*Principal Griffiths.*) And more than the limited liability, not only the limited liability, but those shareholders themselves not living in the district, living in England and elsewhere. (*Mr. Riches.*) That goes without saying. (*Principal Griffiths.*) If we could ensure that all the members of a limited liability company lived close round this district, I do not think the difficulty would present itself. (*Mr. Riches.*) I think it must not be forgotten that a large number of the founders of these large concerns, who have made very large fortunes, have moved away since they have made their money. They move out of the district and go away; I could name several of them who have moved to various parts of the country, and some have even lived abroad, and they have taken their money with them, and the general public who have no interest in the people of the district are the people who now own these concerns which I should like to see give some of their assistance to the rising generation, but I do not see myself how it can be accomplished.

1165. (*Mr. Ogilvie.*) It is done in other places?—It is done, but if you take Sheffield, even take Bristol, the old endowments of those old cities, a large number of the people who made their money lived their life in the neighbourhood, and they keep touch with the old district and the people; they are part and parcel of the people, but it is not so here.

1166. There are limited liability companies throughout the country who have no local representatives, so to speak?—I admit that, but I think after all it comes back to this; those limited liability companies that you speak of are generally founded by people who in the past have given large sums for local purposes; take Liverpool, take Manchester, take Sheffield, take Birmingham.

1167. Take Crewe?—Take Crewe, on the North Western; you must remember that Crewe, almost exclusively, belongs to the London and North Western Railway Company; take Horwich, which almost exclusively belongs to the Lancashire and Yorkshire, and everything they do there they do not do altogether with an unselfish motive, because, if they did not offer inducements to the men to live there, and inducements and opportunities for their children to be educated and trained there, those people would not work for them, or they would have to give bigger wages.

1168. (*Principal MacAlister.*) Why does not that apply to Cardiff?—In Cardiff it is a very different thing; you see there are no manufactories here in Cardiff.

1169. Yes, but by training engineers, and miners, and so on, in a more scientific way you are to provide these very companies with better officers, better workmen, and so on: it has a direct interest, surely?—I quite agree with you so far as the mining section is concerned, but so far as the engineering is concerned, it is not quite so. Nearly all the engineering, except one works that I control, and two others, all the others are in shop repairing, it is a very haphazard sort of work, they make a great deal of money, but they use the men very intermittently; they are not in their regular employ, they have A, B and C to-morrow; there is not the same inducement to keep the men together, or to offer facilities to improve their men, they have not the same, I may term it, domestic interest in their people.

1170. Still they want better officers, captains of industry and so on, who are continually employed by them?—With all due respect, all they want are a few foremen, and those foremen they get without much trouble in all large industries. In a large place like Crewe, where they employ 14,000 or 15,000 men, it is essential that they should keep a large staff of permanent people, but wherever there is a large railway centre like Swindon, the Great Western do a great deal there; or Crewe, the London and North-Western do a great deal there; or Horwich, the Lancashire and Yorkshire do a great deal there, because I happen to know a good deal about those places. It so happens that I am on the way to Horwich to distribute the prizes there to-morrow, so I know all about them. But, as I say, unless there are large masses of the people connected with some large industry, there is not that individual interest in them, and I do not think there is any means of compelling them to do it; I do not think there is.

1171. Do you mean that the large companies here would not make a demand for the students that you are to train in technical industry; are you going to train them and provide them for export from Cardiff?—I think you must look upon it in this way. What I suggest you shall do, what I am asking for so far as mining is concerned, is that you will enable this College to carry out research work, which I look upon as the most important; but, apart from that, there ought to be a good Mining School here. Now, towards that Mining School the local colliery people will contribute very generously.

1172. That is what I wanted to get?—I happen to be on the committee which is formed for the purpose

of starting this Mining School, and I have no doubt that as far as that work is concerned the colliery companies and the coalowners will do their share in assisting.

1173. It is their interest to procure better men?—To have good men, just as it is for mine. Ours after all is comparatively a small place, 400 or 500 or 600 men, but I have always encouraged the boys and given them all sorts of facilities, and sometimes given them prizes to induce them to attend their work; but after all public companies as a rule are not anxious to pay the fees.

1174. Now another question. You desire to produce a great Engineering School here also?—Yes.

1175. For what district are you to produce the engineers?—For this district. There is a certain number of engineers required in every colliery, and there is a certain number of engineers connected with all the engineering industries in this part of the world. I do not think myself that, whatever your Engineering College is made here, it would ever be as large, for instance, as the City and Guilds, but it ought to be a thoroughly efficient one of a size commensurate with the requirements of the district.

1176. (*Mr. Ogilvie.*) And of that standard of work, of which there is a considerable quantity required in the district?—Yes.

1177. Aiming at preparing the standard and type of men for which there is a real demand in the district?—That is so. I am anxious to see this district able to produce its own requirements in educational men, as well as practical men. (*Principal Griffiths.*) We are importing now; that is the point. (*Mr. Riches.*) I suppose I may honestly say that of the men controlling the large works of this district, leaving out colliers for the moment, 75 per cent. of them are people imported.

1178. (*Professor McCormick.*) And are they University men?—Only very few of them. They are men that come as a rule from the North—Tyneside and Yorkshire mines.

1179. This educational need of which you were speaking seems also not to be of the University stamp with which we are at present dealing. It would seem rather to belong to a Technical School.

1180. (*Mr. Ogilvie.*) Before the witness answers that question, may I put a further question, which is very short, and it involves that one? The College, in addition to the work that we recognise, that is, graduation work, undertakes work for diplomas?—Yes.

1181. It also undertakes work for day classes for engineers' work, taking even a three years' course for diplomas?—Yes.

1182. And as the agent for the County Council, it carries out a very large system of work in higher classes of engineering for evening classes. I would like to hear your views as to the advantage of an arrangement by which the College does, so to speak, carry out contracts for work which is not generally recognised as University work.—(*Principal Griffiths.*) There is not much evening work; there is hardly any in the connection in which you are speaking. It is quite a separate thing what we do for the Technical School.

1183. It has a separate financial basis, carried out very largely by members of the staff?—Yes, but not necessarily, and further, I think, this may save time. The whole of the arrangement by which that is being done now terminates—entirely new conditions. It terminates in September next for the end of this session, and that must be regarded really as a matter of the past. I do not know what the new arrangement may be.

1184. That being terminated, I would like to know how far you think it desirable that the facilities that are to be provided in the College for higher work in connection with classes and other arrangements for students who are working and who can only work in classes in the evening, students of the lower grade of aim, so to speak, how far it is desirable that those facilities should be available for them?—(*Mr. Riches.*) I do not think it is at all necessary for you to provide what I gather you mean—elementary education in the College. What I do think is, and what has not been done to any large extent up to the present, has been the University standard of education, because the large percentage of the engineers who have been sufficiently well educated have gone to other University Colleges. Some have gone to Cambridge, some have gone to London, some have gone to the City and Guilds; numbers of my own students have gone.

1185. (*Principal MacAlister.*) To the City and Guilds?—To the City and Guilds.

1186. For technical education?—For higher technical education.

1187. (*Mr. Ogilvie.*) Then you think it is a good thing that the University College should cut itself quite apart from direct contact with the general organisation for technical instruction?—I do not go quite so far as that, but what I do say is this: that I think from the University College point of view that their concern should be to deal with the higher education, and that if they do as they have done in the past for the technical work, it is simply using their staff for the evening technical work at the schools which we call the same—the Board of Education section of honours stages. When you get to the honours stage you begin to get on the fringe of the University work, and there we have been lamentably short up to the present, but we have not been able to deal with that work because we have not had the facilities—we have not had a sufficient laboratory. Our laboratory has not been quite efficient; it has not been up to the mark in my opinion, and there are many things that more funds are required for. More means are required to enable you to deal with this higher class work. But I do not at all suggest that it is advisable to cut away from the technical schools if it can, because I look upon that thing as a leader which would gradually bring their students up to the educational requirements for entering University Colleges.

1188. Do you contemplate any provision being made whereby facilities for practical work in the higher stages, which would be provided at the University, would be available for these second, third, and honours stage students?—I hope that that would be so. (*Principal Griffiths.*) That is what some of us contemplate, but it is not a thing we can talk about yet, because the negotiations will be in progress during the remainder of this session, and I may say further that the way in which these negotiations may succeed, or the direction they take, will depend very much on what happens as a consequence of the Report of this Committee.

1189. (*Sir John Rhys.*) You mentioned the desire of the engineers. You represent, in the first instance, the desire of the engineers that this sort of education should be facilitated, and made more available?—Certainly.

1190. Is that also the feeling of the working classes themselves; do they wish their children to have more education; do they wish them to rise at all?—The engineers, the factors and trainers of that class of men, I say yes, distinctly. The collier, I should say no, with a certain reservation that a few do.

1191. Why do they say no?—Well, I will tell you what I have heard.

1192. That is not the old feeling in the rest of the Principality; can you explain it?—Well, I will tell you what the reason is. The reason is this, the sons of the working men, when they are promoted to over-men and foremen, and so forth, as a rule are a little bit harder on the average working man than the man who comes from a different stratum, and I think the working man will tell you that.

1193. The idea is not new to me, but is it sufficiently wide-spread and dominant to have a serious influence in this matter?—Yes, absolutely.

1194. (*Principal MacAlister.*) You mean that a collier would rather that his son shall not be trained more than he himself?—Well, I do not go quite so far as that, but I say that quite 90 per cent. of the colliers would prefer that you did not pretend to make each of their sons fit to be their masters. Now that is a very common idea among the colliers; I have heard it expressed a great many times; I expect the Principal has heard it probably too, but I know I have.

1195. As a result he will not send his son to the Technical School?—He will send him to the Technical School, but he will only send him to the Technical School for the elementary stages. As soon as he begins to get to the second stage, you will find the boy finishes, and he rarely, if ever, goes,—very probably not one per cent. go—above that; they leave the school. (*The Registrar.*) There is another side of it; surely you have to take into consideration the fact that the very great majority of students in this College come from elementary schools, and a very large proportion from colliers' homes; so that whereas it may be true that the collier does not want his son to become a foreman or an over-man, he does want him to become a preacher or a teacher. (*Mr. Riches.*) Sir John Rhys asked me, as I understood him, what was the view of the man with reference to his improved position as a collier.

1196. *Sir John Rhys.*) That is what I did ask?—I have replied to you.

1197. I should like to ask the wider question, if you would like to answer that?—I quite agree with Mr. Jenkins, that there is a certain percentage of the mass of the people who like their children to be educated for parsons or teachers, with all due respect.

1198. But not to be mining over-men?—Not to be mining over-men, and controlling engineers of mines.

1199. Over them in any other way?—That is it, that is the position; I have heard it expressed scores of times.

1200. (*Mr. Ogilvie.*) It is suggested that at this stage the young man's own desire to get on comes in, and carries him on, quite apart from his parent? If he is an exceptionally smart man, and has energy in him, he goes on in defiance of his parents.

1201. And from the point of view of the industry?—I quite agree there is no room for all the masters.

1202. You had better get the good ones?—You had better get the best; those that are really capable and have got the proper grit in them, and only them, to get through in defiance of all the obstructions in the way.

1203. And they are none the worse of having had to fight?—They are none the worse of having had a reasonable amount of struggling, but as I have expressed myself before, I should like to make that struggle as reasonable as possible.

1204. (*Chairman.*) But do you think that those men who do not very highly appreciate education would think more of research, at least in so far as it is directed to making mining, for instance, a safer and healthier occupation; that they would understand?—Yes, they do most clearly understand that; they will do anything you like; they will contribute to anything that will make their lives more secure, that will free them from injury; they will do that, they will contribute to it, but say, "Do not try to make our sons our masters." That is quite another matter. I have heard it said many, many times, and I have no doubt many other men besides myself have heard it. (*Principal Griffiths.*) I have been told it publicly at several meetings by representatives of the men. (*Mr. Riches.*) Well, Mr. Williams reminds me as to the training for the electrical engineeers. I am dealing with an Engineering School; an Engineering School of the present day is not complete that does not deal with electrical engineering, and deal with it efficiently, and in this district an Engineering School will be extremely necessary, because all the best collieries are already putting in electrical plant. They are putting it in, and a great many more will be putting in electric plant; therefore the more complete knowledge there is of the use and abuse and safety of the electric plant, the better for everybody.

1205. (*Principal MacAlister.*) You have practically to import electrical engineers now?—Yes.

1206. (*Chairman.*) Does this College attempt that branch of engineering?—We have just attempted it. The Principal would not quite agree with me, but I would do a little bit more than I think he has done. I do not find fault; I only say more is wanted to be done, and the reason more is not done is they want means to do it. (*Principal Griffiths.*) I am only thinking of what has been done in the last year and a half or two years. You have not yet had time to see to that. (*Mr. Riches.*) It is only within the last two years that the Committee voted a sum for the electrical plant. (*Principal Griffiths.*) It is the apparatus got really within the last 15 months. Professor Elliott tells me that half of our recent graduates are electrical engineers. (*Mr. Riches.*) They would be. Every mechanical engineer of the future must be more or less an electrical engineer. Every mining engineer controlling works must be more or less an electrical engineer; mining knowledge of electrical engineering. If he has not, he is not fit for his place, and as years go on it will become essential for all mining managers to know about electrical work.

1207. (*Principal MacAlister.*) Colliers have no objection to their sons becoming electrical engineers?—Not the least.

1208. Any more than becoming ministers?—And mechanical engineers; what they do object to is that they should become over-men.

1209. They do not want them to be taught mining?—No, a large percentage do not want that; I am certain of it, although I do not know a collier who did not say he would be only too glad to see every possible effort being made to improve the safety of the mines, and that any research would be probably the best means of accomplishing that in time.

1210. (*Professor McCormick.*) I suppose one of the great difficulties in the education of an engineer is the relation between his theoretical work at the University and his practical work in the shops?—Certainly.

1211. Do you know whether there would be a likelihood of an amicable arrangement being made for the University College students in the shops of Cardiff?—Oh, yes, we are always ready to do what we can with the University students.

1212. That is a difficulty of course?—In some places, but I do not think you would find it here; I am quite sure it would not be. I am past President of the South Wales Engineers, and in connection with that I have been moving in conjunction with the Education Committee, and with the Institution of Engineers, and with the local employers, with a view of bringing about what you are suggesting, and I have never found the slightest objection to it at all. Everybody in control of the works says, "Certainly, we will do all we can to facilitate the arrangement." (*Principal Griffiths.*) And the Institute of Engineers has very recently given us a scholarship of £70 a year for engineering.

1213. Is the arrangement at present that they study and work in the winter?—No, I have men from other University Colleges who come to me; I have no arrangement. There would be no difficulty in making an arrangement; I could make an arrangement to take really competent boys when they have got them. I do not want any wasters.

1214. (*Sir John Rhys.*) You are intimately acquainted with all these things in all this district, and largely with great works in other parts of the kingdom?—Yes.

1215. Have you made yourself acquainted with similar works on the Continent?—I do not know enough of the Continent to be able to speak with authority.

1216. The United States?—I know something about the United States. I get all their reports. I happen to be President of the Institution of Engineers in London; I get all their reports; I read all these things.

1217. They occupy you a good deal; they are great at reports?—Oh, yes.

1218. You notice one thing, how they profess to help their own men on, and I believe they do to a large extent?—Yes.

1219. And bring them into the inner circle of their concerns?—Yes, they do.

1220. Is there anything on this scale in the same way in this country?—There certainly is in many of our works, because I have already told you I have taken numbers of boys, working men's sons.

1221. Do you think other people do?—Yes.

1222. To quite a large extent?—To a fair extent, but you will realise there is not a large percentage of intellectual boys in any particular works, but we are only very glad indeed when we find them, when they have got industry, and really make the best of their time, to do that with them and push them along.

1223. But in proportion to our ideas of advertising and of helping a man on, is it considerable?—It is not as great as it is in the States, but then the Americans will put many men taken from Colleges or Technical Schools into positions in the States that we would not put them into here.

1224. How do you account for that?—Well, I will tell you. They are content to try a great many more experiments than we are. We do not hear of their failures; we do of their successes.

1225. And they enter a good deal into relations with the Professors in their Universities, and so on, there?—Yes, that is so.

1226. Is that to any extent the case here?—It is to a very much more limited extent. I know a great many American engineers, and some in charge of works, some extremely able men, some that I would not give shop room to, as we vulgarly term it. But still they are brought from the Colleges; they are sometimes put into positions—influence or otherwise, sometimes money. Americans, although they are extremely keen people, do not as closely look at their costs in the first instance as we do. They scrap a great deal of plant; they put new plant in and throw it away; scrap it very frequently. In our opinion, we say, as English engineers, they are very extravagant, and they very often throw away a good thing for a very much worse thing they put in its place.

1227. Do you apply that to the men employed as well as to the officers?—Yes.

1228. You scrap them, too; you throw them away as old iron, do you not?—Yes, I know a great number of them. I am not talking without knowing what I am talking about, but I know a great number of the leading engineers in America.

1229. Will you tell the Committee about your chief draughtsman, who has come right up?—Yes, he served his time; he is a working man's son; I advised him to come here. I forget whether he got a Whitworth Scholarship or not; he went to the Arsenal and became second draughtsman there. I wanted a chief draughtsman. He asked to come back; he came back, and he is with me now, and a very valuable man he is.

The witness withdrew.

(*Principal Griffiths.*) There remains the University Registrar, Mr. Angus, who is here. A member of the Committee stated that he thought there might be some questions relating to the connection between the Colleges and the University he might wish to ask. Mr. Angus has kindly come round if there are any questions that any member of the Committee would wish to ask him.

Mr. JOHN MORTIMER ANGUS, M.A., Registrar of the University of Wales, formerly Professor of Latin at Aberystwyth, called in, and examined.

I may say, Mr. Chairman, I understood you were to be good enough to allow me to give my evidence as representing the University later. I did not come here with any special statement. I was asked to come round here to-day on particular points.

1230. (*Chairman.*) If you would rather postpone it we can take you with the witnesses in London?—That is what I was suggesting with one or two other witnesses from the University. I came round here in case there was any specific question. (*Principal Griffiths.*) If you remember, Sir, one of the members of the Committee thought it would be a good thing if Mr. Angus attended here to-day, as one or two questions might be asked regarding the connection between the College and the University, and it would be rather for the Registrar to give evidence regarding the University, which will be done separately. It was at the wish of a member of the Committee that I thought Mr. Angus should attend.

1231. (*Professor McCormick.*) It was rather that possibly there might be questions arising later that would be University questions, just as there were some questions this morning that were really University questions, namely, the graduation examinations and so on. It was not so much with regard to giving formal evidence at present, which I understood from the Secretary was to be possibly deferred till later?—(*Principal Griffiths.*) Might I suggest there were a good many questions asked this morning, and the Committee felt a little uneasy on that point with regard to the standard of the intermediate examinations. Does Mr. Angus happen to remember at the present moment anything with regard to the percentage of passes as a whole in our intermediate examinations? (*Mr. Angus.*) I have not made it up for the year.

1232. Would you say it was about 50 to 60 per cent.?—I should think so. I have the particulars made out with regard to each particular subject, but I have not got them with me now. (*Principal Griffiths.*) If there is a failure of anything of that kind of between 40 and 50 per cent., it indicates the necessity in the stage of our educational work at present; if it were a stage where nearly 90 per cent. passed, it might indicate that there was a stage which we hoped to be able to discern, but is it not something in that order? (*Mr. Angus.*) My recollection is that it would run from 55 to 70 from the tables I made up only based on one year—based on one year's examination.

1233. (*Principal MacAlister.*) An intermediate examination is uniform for the whole three Colleges?—It is, yes, in each subject. The details we make up are based on the whole examination irrespective of the Colleges.

1234. (*Sir John Rhys.*) You say so far as you recollect the failures would be from 55 to 70?—No, the passes from 55 to 70. You meant the passes, Principal. (*Principal Griffiths.*) I did. (*Mr. Angus.*) It is an examination for which the candidates are more directly prepared, and this ought to be taken into account in comparing with the passes or failures in an examination that is conducted irrespective of the teaching. Although the University does not itself teach, yet the teaching is given upon the actual lines of the examination more completely than if it were a mere examining body.

1235. (*Principal MacAlister.*) Do you mean the teaching is done at the secondary schools?—No, at the Colleges.

1236. (*Professor McCormick.*) Is it a regulation of the University that a student who thinks himself more prepared may offer himself for the intermediate examination on entrance?—No, there is no provision for that at all. The student who is specially recommended by his College may in his first year begin with the second year's work, the ordinary work instead of the intermediate.

1237. He has never then done any intermediate examination?—No, but he does not gain any examination, only his work starts from the higher point, and instead of taking the intermediate ordinary and special, he takes the ordinary special honours; he does actually more work, only he does it on a higher plane coming in than if he began on the intermediate.

1238. But it is left to the College to determine whether he shall enter at the intermediate or the ordinary stage?—The College has to make a recommendation which is accepted by the University, approved by the University.

1239. (*Mr. Ogilvie.*) May I ask Mr. Angus's attention now to the question of the matriculation examination papers?

(*Chairman.*) It might be mentioned, but I think before Mr. Angus gives a definite answer here he would probably require time for consideration, and he may possibly have to consult the University Authorities.

(*Mr. Ogilvie.*) I think it better to mention it now so that he could consider it before coming to London.

(*Chairman.*) Yes, I think it might be mentioned.

(*Mr. Ogilvie.*) The point was that a good deal turns upon the precise significance of the matriculation examination, and the Committee thought that they might get at this by having the advantage of seeing certain worked papers, but they learn that for another purpose worked papers have been submitted in large numbers to the officers of the Board of Education on the understanding that they were not to use them for any purpose except that for which they were lent to them, and it occurred to us that it was possible we might save ourselves trouble and the University also by asking, if these officers of the Board of Education, who have had the papers submitted to them, might be allowed to communicate their views to us. I do not ask you to give an opinion about that now, but I might mention it now. (*Principal Griffiths.*) About when, Sir, would that take place should you say? I have a reason for asking. Supposing the University agreed to such a procedure, about when would it be that you would obtain that information from the Board?

(*Mr. Ogilvie.*) The officers of the Board have the information now?—(*Principal Griffiths.*) I am asking because there is a meeting of the Court this week, and there will not be another for six months—the Executive Committee. I have no doubt this is a question that they could consider, and very possibly come to the conclusion, they could decide themselves, but if so action ought to be taken within the next day or two. There has been very great feeling and a good deal of difficulty over this question of papers going to the Board of Education, and I think it is extremely doubtful if the officials of the University could act without having either the sanction of the Executive Committee or the Court. Therefore, it would be as well not to delay until you see Mr. Angus in town, very possibly. What I mean is if it is the wish of the Committee, I think the request ought to be made at once. The day after tomorrow we could summon a meeting of the Executive Committee to consider that point; it should be brought before the Executive Committee immediately.

(*Principal MacAlister.*) It might be put in the alternative form, either that this Committee should have the opportunity of seeing the papers as the Board of Education had, or that alternatively the Board of Education might say what conclusions they had drawn from them?—(*Principal Griffiths.*) In that case I might suggest that your Secretary might write at once to Mr. Angus making that request on behalf of the Committee.

(*Chairman.*) Yes. You understand the request is not that we should be allowed to make any further use of these papers, but that the officers, who have already seen them, should communicate their opinions to us, and I think you might add to that the assurance that we should not make any direct use of the information in our report. It is merely for our guidance in making up our minds. (*Principal Griffiths.*) Perhaps your Secretary might write to Mr. Angus to that effect to-night, then we might ask the Senior Deputy-Chancellor to call a meeting of the Executive to consider it.

1240. (*Principal MacAlister.*) Practically the point is, we want somehow to get information in regard to the matriculation papers. We must either form our own opinion or get an expert opinion, because the two requests would have to go side by side as alternatives, either that we should see the papers or that we should be empowered to take an expert opinion from the Board of Education in regard to them?—(*Principal Griffiths.*) There is one line which you can have as regards the standard. A year or two ago—three or four years ago—we had a communication from Cambridge, and we requested that we should be affiliated with them, and they inquired into the standard. A syndicate was appointed, who inquired into the standard of our matriculation as compared with the one at Cambridge and as compared to London, and they accepted it with one exception. They did not consider the standard of Latin was sufficiently good, but otherwise they accepted it.

1241. I think I was on the Syndicate?—I think you were one of those that I had negotiations with then. I was not sure I met you on it. Therefore, I think you already have some information on which you could draw a line, could you not?

1242. No, that was two or three years ago, and promises were made then about the standard as to which I should like to see whether they were verified.

(*Mr. Ogilvie.*) And that information was in confidence as far as we are concerned.

1243. (*Sir John Rhys.*) Is there any record of that?—(*The College Registrar.*) Yes, in the Calendar here it says at page 94: "The following are the conditions on which students of the University College of South Wales and Monmouthshire are entitled to be admitted to the privileges of affiliation:—(1.) That after reaching the age of 16 they have duly attended courses of instruction in the College for a period of not less than three years. (2.) That they either (*a*) have passed the intermediate or ordinary examinations of the University of Wales in four subjects, including (1) Latin, (2) a second language not being English or Welsh, (3) Pure Mathematics or Physics; or, (*b*) have passed the intermediate examination in Science of the University of London provided that, in this case, they have passed in Latin and one other not being English in the matriculation examination of the University." (*Principal Griffiths.*) That conclusion was founded solely on the Latin.

1244. (*Principal MacAlister.*) Not quite?—It was communicated to me as so.

1245. We did not take the matriculation examination, we required more?—They would not accept the matriculation; that was the reason given to me in the correspondence because the difficulty was with regard to the Latin.

1246. (*Professor McCormick.*) Either Oxford or Cambridge are outside our standard altogether at present?—(*Principal Griffiths.*) I feel sure Mr. Angus will know better than I do, but I feel confident I think he would say I am right. If that request is sent at once we can manage to meet it during the meeting at Aberystwyth, but if it is delayed beyond the next day or two it may be a considerable time.

1247. (*Principal MacAlister.*) On the Medical Council in London I had somewhat later the same opportunity, and I should like to see what progress has been made?—A Committee of the Senate has just reported with regard to certain matters in connection with the examination in Latin, and the propositions for alteration only came before the Committee this time, do they not, Mr. Angus? (*Mr. Angus.*) Yes, they do. The papers that are in the hands of the Board of Education were of 1906, not 1907; they are not absolutely up to date.

1248. (*Mr. Ogilvie.*) It is immaterial to us which set; it is probably less trouble?—If the Committee agreed there should be a set of papers supplied to you that would be from the latest examination.

1249. (*Sir John Rhys.*) If we do not get all from the Education Department we might as well have the later ones?—Quite so, yes.

1250. (*Professor McCormick.*) There were other points that would arise; I have no doubt that Mr. Angus will be able to give us them later when we meet him in London; the financial position of the University is another point?—Yes.

1251. I do not know whether it is a University question or a College question, but I suppose the relation of the three Colleges to the University is similar in all cases?—Yes, quite.

1252. But their own constitution is not exactly the same, is it? I mean, Aberystwyth was founded before there was any talk of a University?—(*Principal Griffiths.*) The University is all there.

1253. But when you were appointed the University was in view—when you were constituted?—No. (*The College Registrar.*) The first idea that the pioneers of Welsh education had was that there should be a University founded. The University was impossible; therefore they started as almost a private venture this College in Aberystwyth. When these two Colleges at Bangor and Cardiff were constituted nothing was done in the University.

1254. Are your constitutions all the same as Colleges?—No. (*Principal Griffiths.*) I do not think they differ so much as three Colleges at Cambridge, for example, or three Colleges at Oxford. I do not think the differences would be so marked as in three Colleges you take at Oxford or Cambridge. (*The College Registrar.*) The Charters are practically the same.

1255. (*Principal MacAlister.*) I mean the relation of the Council to the Senate and the powers of the Council over the Senate?—(*The College Registrar.*) They are practically the same: there is a slight difference in the constitution of the governing body in the three Colleges, but so far as the Council of each College is concerned, it is practically on the same lines.

1256. Have you some large Executive Council?—Yes. (*Principal Griffiths.*) Too large, I am sorry to say.

1257. (*Professor McCormick.*) But you must make some practical compromise, surely?—No, we do not.

1258. You work with 55 executive officers?—Yes. (*The College Registrar.*) There is one point of difference in the constitution of the three Colleges which comes in on account of the difference in their environment. In the Colleges representation is given to the County Councils of the immediate neighbourhood. In Aberystwyth they try to bring themselves into association with other bodies which are more closely allied to them in the rural districts.

1259. (*Principal MacAlister.*) The difference is practically as to the nominating bodies?—Yes, quite so.

1260. (*Professor McCormick.*) But would the representative character of a smaller executive body not be retained by making a selection from them. I am talking of the size of it?—In each one of the Colleges the attempt has been made to make the ultimate governing body, the Court of Governors, as representative as it can be of all kinds of interests. (*Principal Griffiths.*) The great idea they have in Wales is that the more people take part in the job the better it is done. That will be our bedrock principle.

1261. It is not one on which most business is conducted.

1262. (*Sir John Rhys.*) It is ultimately on account of the number of small sums contributed and that certain groups of people get represented?—(*The College Registrar.*) And also it is due, I suppose, to a very strong desire to bring about unity in higher education in Wales; that is why the County Councils are represented, for instance, on the University Court.

1263. (*Principal MacAlister.*) With regard to these diplomas in engineering, and so on; are those granted by the University or the College?—By the College.

1264. The University has nothing to say to them?—There is no diploma in engineering in the University, nothing but the degree.

1265. Nothing but the degree is controlled by the University?—(*Mr. Angus.*) In that subject. The University issues a certificate and diploma in education.

1266. We have heard before of diplomas of various kinds; these are not given by the University but by the College only?—Just so. (*Principal Griffiths.*) By the College only.

The witness withdrew.

Mr. J. Austin Jenkins, B.A., the Registrar of the University College of South Wales and Monmouthshire, called in and examined.

I wish to submit to you this document; if you wish to ask me any questions on the figures, I will reply to them. I have a few other figures to bring before you and a few remarks to make. I wish to say in the first instance, concerning the proportion of money spent on the administrative staff in this College as compared with the amount of money spent on the salaries of the Principal and Professors and heads of departments not professors, lecturers and assistant lecturers, the proportion for the years 1905-6 and 1906-7 is scarcely 8 per cent. (*Principal Griffiths.*) That is the percentage of administrative expenses to what you might call teaching expenses. (*The Registrar.*) Quite so, since then; that is, the administrative staff was one-twelfth only, the last two years. But since then the salaries on the teaching side have gone up, and the salaries on the administrative side have not gone up in proportion. I am just giving the facts that occur to me; I have not prepared any definite evidence. Of the total number of students who have been in this College almost one-half began their education in public elementary schools, and amongst these were some of the most promising of the students of the College. In the year 1905-6, of the 569 students in the College 460 came from secondary schools. There is no contradiction in these two statements, because they start in the public elementary school and go from the elementary schools to the secondary schools, and come to the College from the secondary schools. The College is supported by all classes of the community. The list of subscribers to the various College funds show that this list contains the names of not less than 2,121 individual subscribers. I know it has been repeatedly said in the case of the Aberystwyth College—I venture to make this remark because I am an old student of Aberystwyth—that over 100,000 people have subscribed towards the funds of that College. In addition to that 2,121 individual subscribers the workmen of 33 collieries and the people forming the congregations of 16 Nonconformist chapels in this district have subscribed towards the funds of this College, so that if I were able to get hold of how many people contributed their pence in these 16 chapels and in these 33 collieries, the 2,121 would be increased very largely. The subscriptions from the colliery workmen were obtained by voluntary levies, and similar levies for the foundation of workmen's scholarships have been made in a large number of the collieries of South Wales and Monmouthshire. For instance, in the case of the Ocean Collieries in the Rhondda Valley hundreds of the colliers there subscribe towards a fund, which is now known as the David Davies Memorial Scholarship Fund, and scores of the items put down in that subscription list have to do with door boys who contributed their 3d.'s in order that they might assist some talented young collier to come to this College for higher education. In giving the list of generous supporters of the College I would give the name of the most generous supporter of all—the Drapers' Company. I knew it before I came here as an official; it was really the Drapers' Company that saved this College so far as the Engineering Department is concerned. It was the Drapers' Company that started the founding of the Education Department, and they have made possible its existence up to the present time. But now they have definitely told us that they will no longer give us their annual grant of

£350, which pays the salary of the Engineering Professor. (*Principal Griffiths.*) I might remark, if the Registrar will allow me there, that it is for no reason connected with the School itself that they have done so, but originally they only voted it, I think, for five years. (*The Registrar.*) Quite so. (*Principal Griffiths.*) Then on an earnest supplication from us they extended it subsequently for three years, and declared that that time would be the last. We then went on another deputation to them, and they agreed to extend it for two years, but this time I really think it is the final; I do not think we can screw any more out of them. (*The Registrar.*) That is a point I wish to make. This College does not receive a grant from any public body except the Treasury without giving a great deal in return. Will you allow me to draw your attention to this. This College has an arrangement with the County Council of Glamorgan, the County Council of Monmouth, the City of Cardiff, and now with the County Borough of Newport, according to which these counties subscribe—Glamorgan £1,000, Cardiff and Monmouth £600 each, and Newport £200, and in return for these annual grants they make to us they get a number of free studentships in this College. We do not add maintenance to these free studentships, but we provide all the tuition and the equipment necessary on the science side, as well as the buildings, in order that the teaching may be efficiently carried on; so that though it may appear in our accounts that we get considerable grants from the counties we do not get a single grant—not even a £50 grant for the teaching of midwifery from the City of Cardiff—without having to give an adequate return.

1266A. (*Principal MacAlister.*) An equivalent return?—Yes, an equivalent return. When consideration is given to the amount of money we have to spend on equipment in order to make the teaching efficient in these directions, I think it can be safely said that we do not get a single penny piece that we do not give an equivalent for. (*Principal Griffiths.*) That is a very difficult question to answer for the very reason that they demand that their students shall be admitted to the higher technological side at one-third of the fees. How much that has amounted to is an extremely difficult thing for us to tell; it will be a considerable sum.

1267. The point is the donor expects an equivalent?—(*The Registrar.*) Yes; and we give them very great privileges because we not only give them these free studentships, we give altogether 66 students free studentships; we give the County of Glamorgan 25 free studentships; these are free studentships tenable for three years and five for a fourth year; the County of Monmouth we give 15 free studentships tenable for three years, and three for a fourth year. Cardiff we give 15 free studentships tenable for three years, and three for a fourth year; and in the case of Newport we give five free studentships tenable for three years and a sixth free studentship for a fourth year only. In addition to that, as the Principal has pointed out, we make it possible for any ambitious engineering student in the whole of Glamorgan and Monmouthshire to spend a whole year in this College in the Engineering Department for a fee of 13 guineas, which I think is very much lower than the fee in any other part of the country in connection with any Engineering School. But that is possible because we give it partly as an equivalent for the grants these counties give us.

1268. Has it ever been estimated in the case of any particular county whether you really give more than you get?—I do not think we give more than we get. (*Principal Griffiths.*) I am not so sure. The difficulty is this: if you could say to us that these students would have come to us if they had had to pay the full fee, then we could answer that question, but we cannot otherwise, because we cannot say how many would have come.

1269. I merely meant on that basis?—I would answer, assuming they would have come if they had had to pay the full fee, we have not gained at all. (*The Registrar.*) Ever since the Medical School was founded the general income of the College has suffered considerably each year. Last year we did not suffer quite to the amount of £300, but for many years after the foundation of the Medical School the general income account of the College had to bear the burden of a sum of £500 to £700 a year. And in addition to that one has to consider that we do not charge against the Medical School anything for clerical assistance, nor any of a variety of items which might fairly be charged against the Medical School, so I think it can be fairly said that from the foundation of the Medical School till the present time it has cost us at least £1,000 a year, and we do not get a single penny by way of grant from any public body towards the Medical School. I wish to draw attention to this statement that the College will suffer financially to a serious extent in the immediate future in three different directions: (1) The annual grant of £350 made by the Drapers' Company to the Department of Applied Science and Technology will cease; (2) a new arrangement will be entered into between the Council of the College and the Corporation in the matter of the Technical School of Cardiff, with the probable result that the income of the College will be materially affected, because, according to present arrangements, the Cardiff Corporation pays a certain proportion of a number of expenses, such as heating and lighting, rent, rates, and taxes, insurance, caretaking, and laboratory attendants. When that agreement comes to an end the College will have to carry the whole burden of these expenses, and that will at once, as you will see, make a very great difference in our income. Then the third point is the increased expenditure in connection with the new College buildings. A considerable sum of money must be spent in adapting the present College to the necessities of the Science Departments, and also in a more efficient equipment for such Science Departments. Many expenses will be almost doubled in consequence of there being two sets of buildings, such as caretaking and upkeep of buildings. The expenditure on rates and taxes may be a very heavy item. The new and commodious library in the new buildings must involve an increased expenditure on the library, in books and in the salaries of librarians. (*Principal Griffiths.*) What would be your lowest estimate of this increase and unavoidable expenses in the near future?—(*The Registrar.*) In connection with the library? (*Principal Griffiths.*) No; I mean under all the headings. We know the £350 of the Drapers' Company. It is very difficult to estimate the technical one, but you can put it safely at a few hundreds—say, £300 or £400 at least; then I think our expenses will be increased by something like £1,000 a year when we get these two buildings running; I do not see how it is to be done under. (*The Registrar.*) I do not hesitate for a moment to say that we shall probably be £2,500 worse off if these things happen two years hence than we are at the present time. (*Principal Griffiths.*) It is surely £2,000. (*The Registrar.*) I think it is nearer £2,500.

1270. (*Mr. Ogilvie.*) As to the change in the arrangement with the Corporation, was it due to your initiation or to theirs?—It is due to a feeling on both sides that the work of the Technical School might be more efficiently done, because the officers of the Technical School have been also the officers of the College in the case of the Principal and the Registrar. It has been felt on both sides that to some extent there ought to be independent officers who will be able to give more matter.

1271. (*Principal MacAlister.*) Will the Technical School be separated?—The hope is, I believe, it will not be entirely separated; that in any case the whole of the elementary work, the work of the School of Arts and the Commercial Department may be done by the Corporation, and the higher technical and scientific work still done by the College. That is your idea, is it not, Principal? (*Principal Griffiths.*) That is my idea. We have to be very careful what we say on this matter.

1272. (*Professor McCormick.*) Then as to the next item on your expenditure list, that is the increased expenditure connected with your new buildings. I see that you are attempting, I think very prudently, to add to the sum necessary for your Building Fund, a sum that would cover this extra expense?—Yes; but on the other hand you must remember that in all probability, when we go to the new buildings we shall be as heavily in debt as the amount which is represented by that Maintenance Fund, and the one will go

against the other; so we will not gain anything by that. (*Principal Griffiths.*) There is a point about that which, I think, is worth the attention of the Committee. When the Council decided to put aside one-fifth of the grant for buildings which last a certain time, at that time great hopes were expressed that we should be able to get greater assistance from the Government, and it was only pending a decision on this matter that this is put on one side. It was specially said that unless some other circumstance rendered this sum available, that it shall be put on one side.

1273. So you have given up the prospect of reserving the one-fifth?—Now we are doing it; it is put in a separate account, only I think it is probable if we get some assistance in meeting these difficulties which are pressing us so strongly we will have to be able to liberate the Building Fund. It will depend on the decision of Mr. Asquith. (*The Registrar.*) Referring to this in the case of the Higher Technical Department, we get no grant from the Government except that grant which comes in accordance with the regulations, and which is applicable to all kinds of technical colleges and technical schools. We have really to have great and new departments here as compared with the other Colleges, the Medical School, and the Department of Applied Science and Technology, and we get no grant at all towards either of them.

1274. (*Principal MacAlister.*) Are there grants for any other Medical Schools in England and Wales?—(*Principal Griffiths.*) I am not aware that there are. It is only a question of comparison with the other two. We rightly have to do this work for Wales at the Medical School here; at least, we think that there is such an opening, and it places us, with the funds at our disposal, in a very disadvantageous condition as compared with the other two Colleges. They have not to pay a debt of £600 per annum on account of endeavouring to discharge their duty in an important department in the country. These two departments, such as they are, are heavy spending departments, they have not one of those; we are absolutely compelled to from our position. (*The Registrar.*) In the case of the other two Colleges, they get agricultural grants because there is a Minister for Agriculture. If there were a Minister for Public Health we might get a grant for the Medical School here. (*Principal Griffiths.*) I am touching on that point. (*The Registrar.*) I suggest to the Committee, if I may do so, that it would be a very good thing if a recommendation could be made by the Committee to the effect that the accounts of these three Colleges could be kept as far as possible on a similar basis. In a similar way. I am not entirely satisfied with this document. It was an enormous labour to prepare the figures here. I am not satisfied with it because I feel quite sure the figures have not been made up on the same basis in the three Colleges. One item (*g*) on page 9, in the case of income, other sources, in Aberystwyth £30, in Bangor £50, in Cardiff £807. It is perfectly clear from the difference that the amounts are not arrived at in the same way, and I personally see no reason why the accounts of the three Colleges could not be kept on a similar basis.

1275. (*Professor McCormick.*) Speaking of accounts, can you give us any information with regard to the relation of your finances and the University College proper to that, say, of the Training College Department?—Yes; we are required to keep a separate set of books for the Training College Department, and the Government, about once every three years, sends down an auditor, who inspects these books, and every year we are required to send up a separate balance sheet to the Board of Education with reference to the Day Training Department.

1276. Of course, that does not obviate the fact that the Training College finance and your University finance being managed by the same financial head gets somewhat mixed?—No, they do not at all get mixed. You see, Sir, the Government gives us a certain grant per head per student. Well, that comes to us and goes into the ordinary coffers of the College.—In addition to the fees?—In addition to the fees.

1277. But that grant to you of an additional sum per student, besides the fees, is in payment practically of the extra technical work connected entirely with the Training College Department?—Quite so.

1278. Could you say, then, that the sum of £10—or is it £13—a student that you get?—£13; that includes the science and drawing.

1279. That you get from the Education Department, whether you make a profit or a loss on them if you take as your expenses the special Training College Department alone, not your University classes?—Yes. Every year I send up a balance sheet, which shows that this College has lost considerably on the Day Training Department, because on the one side of this balance sheet we put the receipts in connection with the day training for students and grants from the Government, and then on the other side we put the proportion of the expenses of the College to the Day Training Department; the difference between them is an adverse balance.

1280. It all depends on what you put as the proportion of the expenses of the College?—We put whatever is approved by the Board of Education and is allowed by the auditor. It is determined by the proportion of students and expenses. For instance, if there is a total of 550 students in the College, and out of them 150 are normal students, then the proportion of expenses charged against the normal students is arrived at by comparing the 150 students with the 550 students, and the total expenditure taken into consideration on which the proportion is based is the expenditure on the departments attended by the normal students.

1281. Then if you are losers it would be better to have these separate accounts entirely separate; I mean, that you should not have financial responsibilities as a University College Council for the debit balance on a Training Colleges Account?—But, Sir, you cannot work the Day Training Department except as an essential part of the University College as a whole in any other way, because, for instance, the normal students go to the lectures of the Professor of English, just like any other students.

1282. And pay their fees, too, like any other students?—You cannot pay the Professor of English so much for normal students, and so much for others who are not. We must charge a portion of his salary in proportion to the number of students.

1283. A Training College student is an ordinary University College student?—Yes.

1284. Now, an ordinary University College student gets his training in English by paying this £10 fee?—Yes.

1285. But you do not want more, so far as his University classes are concerned, than that £10 fee, do you?—Well, yes, because £10 does not cover the expenses of the staff. Each student here costs us on an average £30, not £10.

1286. Why charge a Training College student more than an ordinary student for his University classes?—We do not charge him more; we charge him a proportion. If you look at the balance sheet you will find that that is the way the balance sheet is carried out on the right-hand side. (*Principal Griffiths.*) We charge him rather less. He pays us £10, and the Board of Education pays us £10; they pay £20. We have to do two distinct things for the student. We have to give him his academic training, and we have to give him his professional training, which is supposed to be covered by the £10 the Board pay, but we are charging him less for his academic training than all other students. He does not pay the registration fee; we are charging him, if anything, less.

1287. Then, if that is so, it would be an advantage to the University College finance if they were free of this?—It would not be to our advantage to lose the 150 students. You must remember they would not be coming to us at all otherwise, or paying the ordinary fee. I should be sorry to lose them—from a financial point of view—I mean the 150 students, because they steady the thing very much—the £1,500 a year derived from them, but we do not gain on them in the sense of making a profit on them, because every student costs us £30.

1288. (*Principal MacAlister.*) Suppose the Training College were next door, and they sent in several students to take a course in English and paid the fee, and you had nothing more to do with their professional

training?—That might be a very good thing, only there is this point: we have endeavoured to raise the standard of the Training College in a way we could not have done if we had not had it under our direct control. When I first came here, six years ago, one of my first suggestions was that we should only admit matriculated students as King's Scholars. I was told it was utterly impossible; it was an absurd thing to bring that forward. Before the Council I did make suggestions, and the first year they were ignored; the second year they were discussed; the third year they were considered, and the fourth year they were passed. Now we have not one entering the College who has not fully matriculated, whereas six years ago not more than one-third of them were. I am sure if we had not had them under our control we could not have done that.

1289. (*Professor McCormick.*) There is nothing preventing you accepting them?—(*The Registrar.*) No; it was by arrangement with the Board of Education. At the beginning of each session we have to send up the course of study for the forthcoming session of every Day Training student to the Board of Education.

1290. Would the Board of Education allow the students in the Training College to take your University classes without having passed the matriculation?—Yes, that is what they used to do. (*Principal Griffiths.*) And they do it still at Bangor, only they are changing this year. This change was not brought about by pressure from the Board of Education; it was entirely independently. It was not brought about, that I may say very honestly, by any pressure on the part of the Board of Education, and we could have gone on.

1291. I was not suggesting that, but I understood that the Board of Education were moving in that direction?—They are trying to bring it about, I quite admit.

1292. I know in England they have it now?—But we began before they moved in the matter. (*The Registrar.*) It was Aberystwyth that did it first in Wales; we followed.

1293. So that it would have been accomplished supposing they had not been under your control?—(*Principal Griffiths.*) Yes. (*The Registrar.*) Referring to this balance sheet, it appears that the College lost on the Day Training College on the session ending 30th June, 1906-7, £700. As an official of the College I prefer having the Day Training College.

1294. (*Principal MacAlister.*) Who is to pay it?—Nobody pays it; it is wiped off. We are so generous to the Board that we do not carry it on.

1295. Ought not the Board to pay it?—They do not think they ought to; I wish they did.

1296. There is £700 somehow; who is to pay it?—(*Principal Griffiths.*) We lose less per head on the students in the Day Training College than we do on the other students.

1296*a*. (*Professor McCormick.*) If you lose per head on every student?—They lose less per head on Day Training students.

1297. I might put it another way. The Government might say: "Admitted you are helping us in the training of our students, who are going to become teachers so far as their University classes are concerned; but we consider, seeing you get direct grants from the Exchequer, that you should treat our students as ordinary students"?—Without getting a grant?

1298. That you educate them for the ordinary fee?—But not to take professional work.

1299. But that the professional work should be additionally paid for. Every University loses by every student it takes on: University fees are merely nominal payments; that we may dismiss. But what I do contend for is that probably the £10 or the £13 that you get per student adequately pays you for the special technical work that you give to these students. That was my point?—How can it pay? (*The Registrar.*) There would still be left the usual University loss on University classes.

1300. That is presumed?—(*Principal Griffiths.*) I think I will admit that.

1301. (*Principal MacAlister.*) So far as the Training College is a professional institution it ought to be supported from a professional source, namely, the Board of Education?—I think it is; we were mixing up the two sides.

1302. (*Sir John Rhys.*) What would that add to your income?—(*The Registrar.*) I could not work it out without going into the figures carefully.

1303. Supposing the Education Department paid fully?—(*Principal Griffiths.*) I think I am prepared to admit that what we receive from the Board of Education does meet, I think, very probably, more than meets the actual outlay necessary for their professional work. (*The Registrar.*) Reading from this balance-sheet the salaries and fees of teachers employed solely in the Training College on the professional side amount to £1,045, and the salaries of teachers on the University side and of the officers of the College amount to £2,605.

1304. (*Professor McCormick.*) That is a mere chance sum. I suppose you will agree with the Board of Education, you are charging them one-fourth of your whole College expenses?—Yes.

1305. (*Principal MacAlister.*) That is quite empirical?—No, not quite empirical; it is a proportion taken; that is, the basis of apportionment is as 183 normal students to 579 general students.

1306. (*Mr. Ogilvie.*) But the Day Training students have their centre of gravity in the least expensive parts of the curriculum?—But this statement contains the expenditure on the University as well as on the Professional side. (*Principal Griffiths.*) You must remember the standard has gone up; so for those students what was quite impossible four years ago has come to pass. I believe it will go higher.

1307. So far as relative expenses, as far as different departments are concerned, the Day Training students are the average?—Yes; they are quite holding their own with the others in just the same way.

1308. (*Professor McCormick.*) Might I ask another question with regard to funds: have you any central funds?—Central funds?

1309. Have you any general University Fund from which you are drawing any permanent income?—(*The Registrar.*) Practically nothing. (*Principal Griffiths.*) We have £1,000 which was left to us two years ago. (*The Registrar.*) Practically nothing at all; you will find it on page 9, income from endowments on this document. (*Principal Griffiths.*) We have £85. (*The Registrar.*) And about £45 of that is from one sum of £1,000 left to us quite recently. That is all we have—£85; and then we have subscriptions.

1310. That is a casual thing, subscriptions?—(*Principal Griffiths.*) Yes.

1311. The £85 is not?—(*The Registrar.*) That is from endowments.

1312. That is all right, but subscriptions and donations and those things that you get from hand to mouth?—(*Principal Griffiths.*) Yes.

1313. (*Mr Ogilvie.*) Do subscriptions include the Drapers' Company £350?—Yes.

1314. (*Professor McCormick.*) Small from endowments and large from other sources?—(*The Registrar.*) I should like to explain those two items—subscriptions and donations—making up £599. That is made up in this way. We had a subscription that year of £350 from the Drapers' Company, £15 for the Higher Technical Department, £100 for the Mining Fund, and £134 in general subscriptions. Then coming to the income from other sources, we received from the Craddock Wells Fund a sum, which is applicable for general purposes, of £390.

1315. That is an endowment itself?—Well, it is in a way. Mr. Craddock Wells left a large estate in Cardiff, and when it was put into the hands of the Charity Commissioners and worked according to a scheme, a very large proportion of this annual income was spent in scholarships in the elementary schools, and in the municipal secondary schools, and in the intermediate schools; but, according to the

scheme, it is provided that a sum of not less than £800 a year shall be paid to the Council of the College. It must be either £800 or one-half of the net income, whichever is the smaller. In return for that £800 a year we maintain 15 at least, sometimes more, Craddock Wells scholars in the College; that is we not only provide them with tuition free of cost, but we also give them a maintenance scholarship of at least £20. Some of them who are very poor are able to get £25 and £30 for a year or two in order that we may keep them in the College, and then after we have deducted from this £800 the sum of money which we set down as against students' fees, and also the sum of money which we spend in the maintenance of these students in that particular year, there was remaining a sum of £390, which may be utilised for the general purposes of the College for rent, for equipment of the Science Department, and for the library and other purposes.

1316. It was really a variable income from permanent endowments?—Yes, there is that. (*Principal Griffiths.*) But what it would be in any year we could not say.

1317. In Aberystwyth they put down such things? (*The Registrar.*) They have not got it there. To make up this sum of £618 income from other sources, we had a grant from the Board of Education for the work in the Higher Technical Department of £204 13s. 4d., and we also receive fines and testing fees and fees for diplomas, making up the amount. The amount is made up of two big sums.

1318. (*Mr. Ogilvie.*) Is there not a difference in putting that grant from the Board of Education there, away from all the other grants?—I thought we might have put it somewhere else, but if we had that would have been the only grant of that kind appearing, because the other Colleges get nothing of the kind.

1319. Is it not rather important to show that grant, because it is an extensive one?—Yes; I think this would be the second year we have had it.

1320. At any rate, it is quite in its infancy that grant?—Oh, quite.

1321. A little nursing, and it might be quite worth a heading?—If the equipment is improved no doubt the grant would be larger. We do not get the maximum grant. If it is your wish I will put it in in writing.

1322. I think it would be well?—Very good.

1323. (*Professor McCormick.*) Then, I suppose, your relations with the Board of Agriculture are somewhat similar?—We have no relations with them; we do not teach agriculture. (*Principal Griffiths.*) I will touch on that also. (*The Registrar.*) It is the two other Colleges that get grants for agriculture.

(*Mr. Ogilvie.*) It is alongside of that that this grant ought to go.

1324. (*Professor McCormick.*) That would be a *quid pro quo* there?—But, as I tried to point out just now, it is not a grant of the same nature as Aberystwyth and Bangor get; it is a grant got in accordance with the ordinary regulations of the Board. If we were not a University College but an ordinary technical school we could claim that grant.

1325. (*Mr. Ogilvie.*) The Board of Agriculture grants are not?—These grants are fixed and inextensible; this grant is not fixed. (*Principal Griffiths.*) It is not extensible. It is a grant in respect of attendance of a prescribed number of hours, and it is applicable to all institutions in the country which have higher technological studies.

1326. But it is not "so much a student"; it is "not exceeding so much a student"; and the Registrar has just mentioned that you do not get the maximum grant?—The maximum would not be more than £320 or £330.

1327. It would depend on the number of students and the rate of grant?—It depends on the particular things there. Take, for instance, some of our students who are on a certain course; they would not mind only 600 hours, though they may have to attend them by the University regulations. It is only attendance on a particular course which is represented for the purpose of that grant; and a man might be working 600 or 700, and only for the purpose of that grant attending 300 or 400.

1328. Well, it is worth entering?—It was a discovery we made two years ago that we could claim under it. We made it with great joy; we tried it, and I got it. (*The Registrar.*) I have only one more remark to make, Sir, and that is, that I have known this College for almost 20 years, for 13 years of which I have been Registrar. I was on the governing body, and the more I think of this College and its future the more convinced I am that it is only just starting its career. When we take into consideration the increased attention given to Evening Continuation Schools not only in Cardiff, but also in Newport and throughout the Counties of Monmouthshire and Glamorgan, and when we also realise that these secondary schools throughout the whole of the Principality, the majority of which in this immediate neighbourhood are within the area of this College, are only just making their influence felt, it is quite clear to me that the College is only in its infancy.

1329. (*Principal MacAlister.*) What would the Evening Continuation School have to say to the University College?—A good many of the most talented from the Evening Schools would make their way into this College in all probability. Then though the work of the Cardiff Technical School is largely elementary, there is scarcely a year passing but two or three students of the Technical School working hard all day in engineering shops or as teachers in schools under the Education Committee, take their Science degree at the University of London as a consequence of attending the laboratories here.

1330. As external candidates?—As external candidates. The Superintendent of Technical Instruction in Cardiff, who has just been appointed, was a teacher in a secondary municipal school, and about two years ago he passed his B.Sc. degree in the University of London, and he could not have done that without the evening technical classes. It was by attending an evening technical school that he was able to do it.

1331. In this College?—In this College.

1332. (*Mr. Ogilvie.*) It is the result of an evening student having taken advantage of the facilities provided?—Quite so. Another thing we have done here all along is this: On payment of half-a-crown any person living in Cardiff has access to the College library in the evening. We always have the library open with a special staff of librarians from seven to nine o'clock in the evening throughout the whole winter Technical School session, from the beginning of September till the examinations begin in May, and some of them take advantage of that opportunity, and come and consult the best text books they can get in Cardiff on economics and on similar subjects.

1333. (*Professor McCormick.*) They could not get them elsewhere?—They could not.

1334. Is there not a public library in Cardiff?—Yes, but it has to provide so many books of fiction for young ladies that it is not able to provide these text books on mathematics and philosophy that the College is able to do.

1335. It seems very surprising that with your paltry £350, almost half of which has to be spent on journals; with £160 you can compete with the great public libraries such as Cardiff should possess?—(*Principal Griffiths.*) You must remember the whole of that £160 is devoted to what, in the eyes of the public library, would be a very small portion of its work. It is very intense; though it is very small, the expenditure is what I may call of a very intense nature.

1336. (*Mr. Ogilvie.*) Is it desirable that the Corporation should recognise that very important addition to the facilities for public library work by a special donation in respect of that?—They would not do that at present. Mr. Carnegie again has been putting the rates under that obligation lately by his grant of branch libraries, and the feeling is just now you will not, I think, get a penny out of anybody in Cardiff for libraries for some time to come. (*The Registrar.*) In addition to our own College Library, the Technical School has a small library, which is a very efficient library on Art and Applied Science.

1337. (*Professor McCormick.*) Your University College Library, in the first place, is open for your University College students; it is open in any case?—Yes, in the evenings as well as in the daytime, and many of

the poor students who are unable to afford fire and light in their lodgings come here and do their work in the evening upstairs.

1338. (*Principal MacAlister.*) I suppose when those adjustments between the Technical School and the University College are completed separate accounts also will be kept of the Technical Department; is that possible?—At the present time it is not so—not in a certain sense. I take it you were referring to the arrangement between the College and the Cardiff Corporation in the future.

1339. I understood in the future some such arrangement would be come to as would make it possible to keep the higher technical education, which ought to be subsidised from the funds for the purpose, separate from those of the College itself?—(*Principal Griffiths.*) But the teaching we do for our students; the higher technological is kept apart now. I mean for the students who come here for their courses in the Higher Technological Department, that is kept separate from the accounts with the town for the ordinary technical work. (*The Registrar.*) All the accounts of the College are one; we only separate them for the purposes of publishing. They are all kept in the same books. (*Principal Griffiths.*) We debit bills on the higher technical grant which occurs each year. What is the meaning of that? (*The Registrar.*) That is got out of the ordinary books of the College for the purpose of auditing.

1340. A question there again arises in the case of the Training College. Ought not that deficit to be made good from the funds provided for technical education which are other than for University education?—It would be very difficult in that case; for instance, from the Department of Mathematics it would be very difficult to say how much of the salary of the Professor of Mathematics should be charged generally, and how much to higher.

1341. You have arrived at a rough method in the case of the Training College?—Yes.

1342. (*Sir John Rhys.*) Could you not arrive at that by negotiations with the technological authorities?—Yes. (*Principal Griffiths.*) Without increasing it over the whole Kingdom.

1343. (*The Registrar.*) If these Counties ask us to establish a Higher Technical Department, and we lose £500 this year on that Department, it is perfectly just we should ask these Counties to make it up.

1344. (*Principal MacAlister.*) £500 short on this account and £700 short on the Day Training account. You practically come to the Treasury to make it good, and you ought to want it for other purposes?—Yes; we regard the Treasury and the Board of Education as separate.

1345. They are quite distinct.

1346. (*Mr. Ogilvie.*) You see, not an annual deficit. It was a surplus the year before or this coming year. One year, at any rate, it shows a surplus of £100, and the next year or the one preceding it a deficit of £146. The Higher Technological Department?—(*The Registrar.*) Yes; but it has been a deficit for many years past.

1347. It is a surplus in this year?—This is a deficit this year.

1348. I am looking at the balance sheet 30th June, 1906; it shows a surplus?—There must have been some special reason for that. (*Principal Griffiths.*) Something must have come in there. I am astonished to hear the deficit was so small this year; I thought it would have been bigger.

The Registrar withdrew.

(*Principal Griffiths.*) I only wish to touch on points which have not been, I think, so much emphasised by previous witnesses. I have noticed a good many of the questions of the Committee to-day have been directed really towards the standard of our intermediate examinations, and the work which we do for them. As to whether that is really University work, I think it is comparable to what is done at other Universities in the first year. I am not speaking of the Welsh ones only, but from my experience of others, and I think it is quite comparable; but whether it is or not I am sure the standard will become higher soon. I should just like to quote these figures, please, to the members of the Committee. The percentage of students taking degree courses in this College in 1895-6 was 28·4 only; in 1899-1900 it was 62·2; in 1902-3 it was 60; in 1906-7 it was 75·6. I say it has risen from 28·4 to 75·6 in 11 years. That is, I think, very significant of the rate at which the standard is rising of the students who come to us.

1349. (*Professor McCormick.*) That is full matriculation students?—Yes, taking degree courses.

1350. They have taken their matriculation?—Yes.

1351. (*Professor MacAlister.*) Taking courses which would qualify for degrees?—Taking courses which would qualify for degrees. I think that fact stands out; 28·4 per cent. in 1895-6, and 75·6 in this last session. That is without taking into account, I must remind you, any who have taken degrees in London, or any who have proceeded to medical degrees; that is in the University of Wales. I think that is a striking fact. Now this question of whether our work is really likely to be academic in the future.

1352. (*Mr. Ogilvie.*) Just one moment, before you pass from that; you take steps to stop Day Training students from proceeding towards graduation courses at the end of their first year?—At the end of the second year.

1353. At the end of the second year, if you find they are not likely to benefit?—Yes; we lay down so many examinations; they must pass so many intermediates. If they are not up to that, we say: "You must become a two years student, and take your certificate; we cannot recognise you as a third-year student who is likely to get a degree."

1354. They get their certificate at the end of two years?—Yes.

1355. Then they do not come back again?—No; if they have passed in their professional subjects as well, which they generally have. That is one of our difficulties; so many of them drop out at that time in a great many cases, not because they have failed in standard, but because of financial and other reasons.

1356. All those would count as students taking the graduation courses?—Until they finish; but they have all qualified for graduation courses.

1357. They all count in the 75·6?—Yes, in the 75·6. Then this question of the academic nature of our work. I am sure that the members of the Committee will agree with me that one point on which we ought to keep our attention steadily fixed is the possibility of post-graduate and research work here, as well as ordinary preparation for degrees. The extreme pressure on the time of our staff—as no doubt we are understaffed—and the necessity for their supplementing their incomes by taking paying work in the vacations, is a fearful handicap in connection with this College, and the other two Colleges, as well as this one. I think we are rather worse, our salaries are rather worse; they are certainly worse than in Bangor; but in spite of that I would ask members of the Committee afterwards to look at the work being done in the list we have circulated to-day. But I am very hopeful with regard to the future in this respect. Soon after I came here, when the Council were considering their building arrangements, I offered to present my collection of apparatus, which is of some value, to the College, conditionally on its building a research laboratory amongst the first of the new buildings. Well, there is a very fine research laboratory being built now. It is carefully guarded that it is not to be devoted to direct educational purposes. It is not to be used as an overflow lecture room at any time; and I think we shall have there a research laboratory of a

finer character than any that I am personally acquainted with in other places, very fine rooms and good arrangements; and personally, I mean to try and get up a Fund which will add to the equipment beyond the apparatus which I have presented. I think that shows that even a democratic Council like ours is not ignoring this question of research at a time when it is in great monetary difficulties, but is endeavouring to fulfil that important function of a University College.

1358. (*Professor McCormick.*) You will admit, Mr. Principal, that you put pressure on them. It was a condition of your gift?—I tried to bribe a little, but I do not wish to infer that the pressure was absolutely necessary when their attention was called to it. Only to many of those who have to do with the governing bodies in such institutions, it is rather a new idea that it is a portion of our function.

1359. As you have spoken of research, I might remind you that, as you know probably, in the case of the English University Colleges, from every grant at present a certain deduction is made which is reserved, a kind of reserve fund, to be distributed annually for research purposes; I think you are aware of that?—I am aware of it in some places.

1360. Does that commend itself to you as a method?—I think it would now. I should say, at the present moment, it would be very little use. We have devoted some cellars and some rooms in one of these various houses we have overflowed into for the purpose of very obscure research laboratories, but I do not think we could profitably spend much at the present moment; but there is to be a research laboratory in six to eight months; it will be very rapidly completed. We shall begin to think of using it from that time onwards, and I think we could have very good value for any money expended in research here. I think the members of the Committee will understand that I am personally very anxious about this, and I believe from a study of the young Welshmen since I have been here—the six years—that the young Welshman has materials in him which are wanted for the purpose of scientific research. He has never had a chance yet, you must remember; this is about the first chance really offered to him in the Principality. I do not mean to say the other Colleges have not done well, but they have not got special research laboratories and special arrangements for the discharge of that duty. I hope that our scheme will be realised in a very short time, and that it is a movement which the members of the Committee feel they can give their sympathy to very strongly.

1361. (*Principal MacAlister.*) I think it might be a useful stimulus to local feeling, if some earmarking was done for research?—I think so. We have got one little thing; we have got the Isaac Roberts scholarship; Bangor also got it. It is only a £50 a year post-graduate research scholarship.

1362. (*Professor McCormick.*) And you have also got your University Fellowship?—Well, yes. Then I would like to draw attention to this question of the assistance we have from Government as compared with the other two Colleges. I trust members of the Committee will, of course, understand that when I am making comparison with the other Colleges, it is certainly not in any way with any attempt to decry anything they are doing, only to show the difference itself and the peculiarities in our condition. However it may come about, there is this grant of £1,000 a year to Aberystwyth and Bangor for assisting a special industry, with which they are locally connected; they are each getting £1,000 a year.

1363. £800, is it not?—And £200 for the farm. They are getting £1,000 a year each from Government to assist the particular industry in which they are interested. Well, I cannot see the justice. I see how it has come about, but I cannot see what argument can be applied to assisting their industry, which does not also apply to the assistance of the industries of this part of the Principality, at all events, and, in a certain measure, of the Kingdom. This great industry of coal mining is as important an industry as the industry of agriculture, at all events. at the present time, and it seems to me that the Government goes and assists these two Colleges to help their industry, whereas directly we try it here we are told the industry should help us. I do not think it works fairly both ways. If Aberystwyth is to be assisted, and Bangor—and I am very glad they are—I think we should ask in the particular line in which we specialise that we should be assisted, if we are to to be a help to the industries of the country.

1364. (*Mr. Ogilvie.*) You are aware there are special funds voted by Parliament every year for that purpose?—For what purpose, Sir.

1365. Technical education?—Technical education, if you establish a mining branch; we do not get any of these things.

1366. Why not? That is what I think you ought to be made clear about. The grant from the Board of Agriculture is a technical education grant, just as truly as a grant that may be given to mining. It is administered by a different Board, but the principles are the same; it is a vote by Parliament?—When we came before the ex-Chancellor of the Exchequer—I will bring you a copy of the interview—and I used that precise argument, he said: "Yes, you are quite mistaken; the Board of Agriculture can give grants to agriculture; you could not get grants for the assistance of mining."

1367. From the Exchequer?

1368. (*Mr. Ogilvie.*) You cannot get grants in that precise way. That point is, the Government have arranged the grants in respect of agriculture on a special system, special and distinct from the method they apply to giving Government aid in relation to other industries than agriculture. But other industries than agriculture are aided by grants paid through the Board of Education; the grants which you have now begun to take in respect of engineering, grants which are equally available for mining, for textile industries, or any other application of that sort, and which are used in other places in that way. That is a direct means that the Government takes to assist such training and that is the corresponding source of income to the one you have just quoted?—They cannot well, I think, be compared, Sir. The difference between having a grant of £800 a year in order to enable you to establish a department, and a grant which only gives per head after you have established your department, and which would always be of a much smaller amount—this could not go above £350 under the present regulations—in any circumstances I do not think you can compare the two things.

1369. (*Principal MacAlister.*) It is not right about the Agricultural Department; I know about it, because I get it for Cambridge. That is given on the condition of equivalent support from local sources?—Oh, yes; if we got a grant of that kind on the condition of equivalent support from local sources, I should be delighted. I am quite prepared to produce that £1,000 a year from mining almost at once. If the Government would, directly or indirectly, say they would give an equivalent, we should have very little difficulty in regard to that. I will undertake to do that in three months.

1370. (*Mr. Ogilvie.*) That is to say, your argument is now as against one particular method of assessing Government assistance. That is the point you are addressing yourself to?—Yes, that is so; that we are placed at a disadvantage with regard to the industry we wish to help, as compared with the position of Aberystwyth and Bangor in the industry they wish to help.

1371. Because the method the Government adopt with reference to the industry you are interested in does not commend itself to you?—No; because a grant limited to £7 a head could never mount up. What would £7 for agriculture at Aberystwyth and Bangor be? It would not approach that £1,000 or anything at all like it; you are giving us a maximum which we could not exceed in any case, and which circumstances would not quite wish us to get to. I do not want all the students' attention given to paying subjects, and you say that is an equivalent. It is not

an equivalent with all respect. It could not exceed about £300 odd; and they are certain there; they know beforehand they have got an income of £1,000 a year. I am very glad they have.

1372. Before you go away from this, I do not think you thoroughly realise the conditions of the grant we are discussing. To begin with, the limit is not £7 a head, but £15?—What is the limit of three years' students in the higher technological grant—the 600 hours. (*Mr. Brown.*) 600 is the number of hours. (Copy of Regulations of the Board of Education searched.)

1373. (*Principal MacAlister.*) One of the largest and best equipped technical institutions in the country is living very largely on this grant?—(*Principal Griffiths.*) But it is not a Technological Institute, apart from a College? We have to work this in with our College system. We want, and I am very anxious that an increasing number of those technological students should be real University students going through the course, taking their degree. Directly you take that they are taking other courses. Besides those you get the grant on, I should be very sorry to see all our students in the Technological Department taking the 600 hours per annum there.

1374. (*Mr. Ogilvie.*) Do you know what the restriction is as to the nature of the work which may be done in the 600 hours?—It is in the departments they are working in, rather than in the nature of the work.

1375. "A uniform grant not exceeding £10 for the first year's course, £12 for the second year's course, and £15 for the third and succeeding years' courses?" —That requires the 600 hours and so on; that could be got if this was a separate higher technological school, where the only object was to keep them on with these higher technological subjects; but you cannot as a department in the College.

1376. (*Principal MacAlister.*) These are Funds provided by Parliament for the encouragement of a local industry?—But they do not in any way compare with the grants made by the Board of Agriculture for the encouragement of the farmer; at least, they never would with us, and yet our departments are as large as those of agriculture. I do not know the number of students, but at Aberystwyth and Bangor they get £1,000 a year, while we get £200 odd. May I leave that point? This shows another point, which I think I must draw the attention of the members of the Committee to. That is the real assistance which the Government grant affords to us. The Government grant of £4,000 a year is equivalent per student at Aberystwyth to £9 4s., at Bangor to £12 12s., and at Cardiff to £7. That is to say, we get assisted only to the extent of £7 per student here, as against 12 guineas at Bangor. The result is that you penalise a College in its growth by any such system.

1377. (*Professor McCormick.*) Would you say that every additional student was an additional expense to you?—No; you may increase by 50, and not increase your expense at all. Then you may suddenly have to increase by £1,000. You want a new class-room, and additions to your staff. I should say, in a certain year increase of students has helped us to a balance; the next year the increase had been the cause of a deficit; you cannot say. But I am prepared to admit this, that the increased cost of a staff is not proportionate to the number of students; it will be less, but nothing like in this proportion. The help of £7 per head to us is certainly not the equivalent of 12 guineas at Bangor.

1378. The comparison would be more just if you had more departments to keep up?—We have 25 departments to keep up, as against 18 at Bangor. Then of what the staff must be; that appears to be the real question. We are certainly not over-staffed here; it is singular how equal the three Colleges are. At Aberystwyth there are 12 students to each member of the staff; at Bangor 9·6 to each member of the staff; at Cardiff there are 11·1 to each member of the staff. I think that shows we are not over-staffed; that we have not been piling it on in that way. Well, now, what is the result of the grant per head of the teaching staff? At Aberystwyth they are to have £111 2s., a grant per head of the teaching staff; the grant per head of the teaching staff at Bangor is £122 2s.; the grant per head at Cardiff is £78 8s. Well, you know, that is serious. What does that really mean? It means that we cannot command as efficient a staff in the end. The smaller the College, the higher it can pay its staff, and the consequence is that it will get the most efficient teaching. That is to my mind—those figures which I have just quoted—the most serious aspect of the whole matter. So far from there being any hope of our being able to increase, my own private opinion is that we shall have to diminish the salaries of our staff which are already so low. When this College was started there were but few University Colleges, and at those the rate of pay was not as high. We have gone on now by 25 years. Then there were far fewer places. Now there are many more, and at a higher salary. We cannot pay the lowest fee in the Kingdom, and expect to get the highest quality, when we are handicapped in that way and when we have to get by voluntary effort so much more per head than they have at the others, you must see it has a very serious aspect. I will read the numbers again. If we take the teaching staff, the grant was equivalent to—Aberystwyth £111 2s., Bangor £122 2s., Cardiff £78 8s., although, as I have shown you, we are not over-staffed. As to the question of how much the cost diminishes per head of staff, the only way one can get at the cost per head of staff is by taking your total expenditure as far as I can see, separating it carefully from capital, not allowing anything for interest on the money expended for building, and dividing by the total number of your students. I do not see any other way. Of course, it would be more just to take into account the interest on expenditure for buildings, and so on, but I am not doing that. We get the result by dividing their total outlay per annum by the number of students in the last year for which we have the particulars for all the Colleges, 1904-5, that each student at Aberystwyth costs £32 2s., each student at Bangor costs £47 11s., and each student at Cardiff costs £30 16s. That is to say, that that may represent to what extent, from the £32 2s. at Aberystwyth, the £47 11s. at Bangor, down to the £30 16s. at Cardiff, the increase in numbers diminishes the expense per head. That is the only way I can answer that question.

1379. In the cost do you include also what you pay students to come here, I mean from your General College Funds?—We do not include those which are paid by the Counties, which we pay in consequence of those grants. I do include the grants in the total, but I do not include what we pay out of Funds. What we pay out of Trust Funds we do; I have not counted them in the total which I divide. And per member of the staff they spend at Aberystwyth £416 18s., at Bangor £465 12s., and at Cardiff £332 17s. I think these facts are very significant, and indicate that in this College we have one of two things to face. We must somehow or other be able to get greater Funds from other sources, or we must permanently condemn ourselves to a position of inferiority compared with the other two Colleges. That is to say, if the system of equal grants necessarily holds. I do not see that there is any alternative. We get a help of £78 per member of the staff against £122 at Bangor; that must, and does, tell in the course of time; I do not see any way out of it. In the tables which have been printed and circulated to you, showing those who go in for and pass the honours of the three Colleges, there is just one point I should like to call your attention to. We appear to compare very unfavourably with Aberystwyth at page 7, in the number who go in for honours in Cardiff; not the number that go in, but the number who graduate in honours as compared with those who graduate in pass. I may say that this is a portion of a deliberate policy. We do not encourage our weaker students to go in for honours for many reasons. We have come to the conclusion that it is a mistake, and we do not encourage it. And the difference is not due to the higher classes, but entirely to the lower. For instance, the total first classes which have been obtained from 1902 to the present time, taking that interval by chance, five years there to 1906-7, Aberystwyth has gained 27, Bangor 21, we 29 first classes. There is practically nothing to say about it, but in the third class Aberystwyth has had 100, Ban-

gor 26, and we 50. It is a deliberate policy. I think Bangor pursues the same policy that we do, that it is a mistake to try to jam weak people into the third-class honours. Let me put it in another way. At Aberystwyth 12 per cent. of those taking honours obtained first class, in Bangor 21 per cent., and with us 19 per cent. I want you to see that those figures are not quite so destructive as they appear; that it all occurs in the third class. If we printed only the others, we should be slightly at the advantage. Apart from any questions the Committee may wish to ask me, the point I wish to press on your attention is the one I was speaking of just now as to the necessity the inevitable necessity, of our taking a lower place, the lowest place of the three Colleges, as far as the standing of our staff and the teaching we can give our pupils are concerned, so long as the assistance we receive is per head so much less than the assistance given to the other Colleges. In the consultation of the Principals—probably the members of the Committee know it was the three Principals who drew up this document, which was presented by the Members of Parliament. This document was then sent to the College Councils for consideration and endorsement. Very few amendments were made. This therefore represents the opinion both of the Principals and of the Councils, and the greatest discussion we had was on what we have said on page 3: "We further suggest that the basis on which inspection should be founded should be the nature and extent of the work of a University character done by the three Colleges." We had great discussion there as to whether we were to represent that what we thought right was equal grants for the Colleges, without taking into account their work, or whether in the division of a grant to Wales as a whole the question of work done by any College should be considered; and that was the deliberate outcome of that consideration. We thought that the inspection should be founded on the nature and extent of the work done by the three Colleges, and we did therefore not necessarily endeavour to maintain the idea of equality; that was quite deliberate.

1380. Do you think there is any explanation of how this has come about, that you are worse off for funds for payment of your staff than you were even some years ago?—Increase in our members simply.

1381. It is not also increase in your departments?—No; if you look at this table, Sir, you will see that in recent years there has been no appreciable increase in our departments; look at page 7.

1382. (*Principal MacAlister.*) What you have done is to change assistants into Professors?—But when I came here, you must remember, there had been an interregnum. Before I came my predecessor had been ill for some time before his death, and I had to deal with things as I found them. I found departments growing, but no increase in staff, and there is no doubt that we were at that time, I might almost put it, shamefully under-staffed. We had assistants who were teaching in two departments at a time; that was the general principle of the College; a very bad one, I think. I do not think we have a single case now of an assistant in two departments. Whenever I got a chance I put another assistant into a department—and you will see the growth of that, if you will look, by turning over the page, you will see on page 8 where we had 17 assistant lecturers in 1902-3, we have 24 now. Well, that has meant a very great strain on our Resources Account.

1383. (*Mr. Ogilvie.*) What were the four Professorships that were affected in 1905-6?—They were heads and lecturers in botany, geology, French and education; they were lecturers before, and they were made Professors.

1384. (*Principal MacAlister.*) Then the only place where you could have saved for this purpose of giving a more adequate remuneration to your staff would be this sum of about £500, which you are giving to students from your General Fund?—Yes.

1385. Now, it seemed to the College that that was a more urgent expenditure of their College Funds?—It did, Sir. You must remember, with all deference to my Council—they have not always appreciated the necessity of giving high salaries, and when you have that feeling it is extremely difficult to get a body of that kind to say: "Here, we will cut off this we are giving to the students, in order to put some money in the pockets of the Professors."

1386. Was the money meant for the students?—It would be a hopeless task to endeavour to change its destination and apply it to salaries; I think if I endeavoured to bring it about you would not find me as Principal here within a year.

1387. If the Treasury were giving an additional sum per year, would the things be affected?—Well, they could lay down conditions; if the Treasury gives an additional sum per year, they can set a limit; they can say none of this is to be so expended.

1388. (*Principal MacAlister.*) No part of this shall be expended for scholarships?—No part of this shall be expended for scholarships, perfectly; nor shall the scholarships of the College be increased because of this grant; they can say it—just some declaration to that effect. One more point, Sir; you know the difficulty, the question of pensions; this is a matter which requires most careful consideration; I believe in the grants to one or two of the University Colleges, as at Birmingham, a definite sum is put aside.

1389. (*Professor McCormick.*) By the College?—I thought it was put aside in the grant given by the Treasury.

1390. (*Principal MacAlister.*) That is a reserve grant; that is a research grant?—There is some help in one way or another, some pressure brought by the Treasury towards the formation of a fund.

1391. Well, it was our English Universities Colleges Committee which did it as an experiment for one year?—Then something has been done if it is only for one year; I wish very much that the members of this Committee would think of the importance of it. How is one to retain efficiency as your Professors grow too old to discharge their duties adequately if you have not given them salaries on which they are able to support themselves? You cannot suggest that these men, after 20, 25 or 30 years given to the College should be absolutely turned out into the street? What must happen to your efficiency? Nearly all the English University Colleges have a system by which the Colleges contribute. Owen's College, for example, I think, contributes half the amount of the Old Age Pension Fund, which a member of the staff contributes, up to a certain limit. There, perhaps, one of the most valuable services to education would ultimately be done if any such system as that could be inaugurated, or pressure brought to bear to bring it about.

1392. Is that what you think an ideal?—I think it very good, that one; the ones that begin at 60, with a retiring amount at 60, and so much at death.

1393. Would you think of managing that yourselves, or just get the Professor to go to an ordinary Insurance Company?—You would get better terms as a body; for instance, from the Norwich Union I have had very full details and I find you get better terms by doing it as a body—the Council doing it, say; making certain arrangements; you get better terms in that way.

1394. You prefer doing it in that way than making your own sinking fund?—Yes, I think so; because there is a great temptation to a public body, if funds are not earmarked, to get them for something else. There is always that difficulty. Are there any questions the Committee would wish to ask me? I have spoken very freely on this latter point. I should like the members to have a copy of that table, showing the actual amounts per head given to us under the present arrangements.

1395. (*Mr. Ogilvie.*) You might just tell us what your view is as to the efficiency of the present arrangement as to the supervision of educational work in the College. I see that the Council contains only one representative of the Senate, and one wants to know how far educational matters are dealt with by the Senate?—The theory is, Sir—and I confess apart from some difficulties which have occurred in recent times—the theory is carried out that all academic matters are left to the Senate. I have not known the Council

interfere on a really academic matter since I have been here. The only difficulty is to prove that so-and-so is an academic matter which should be left to the Senate, but once that it is shown I do not think there is any desire to interfere. I think on the whole it works much better than you might expect.

1396. And one representative of the Senate on the Council is not so small as to hamper you in proving matters which are academic to be academic?—I wish there were two, very much, because I think there ought to be one from the science side as well as one from the arts. I feel that very strongly. That we cannot get at present; one man has to represent both. One wants the change for extension of representation, not for voting power.

1397. (*Principal MacAlister.*) It is the voice you want?—I wish we had two members of the Senate on the Council, and they could represent each Faculty.

1398. You are on also?—I am on, but I do not consider that I am there as representing the Senate.

1399. (*Mr. Ogilvie.*) Your representative is, as a matter of fact, a science man?—They are on year by year; the Senate elects a new one each year.

1400. (*Professor McCormick*). As to your Executive, I gather from what you dropped previously that it is somewhat too large.—It is a very large body.

1401. It seems an absurd body as a working body.—And the tendency is that it may be bigger. We have put on one for Newport, because by the Charter, any public body giving £200 a year, gets the right.

1402. Could you not appoint a body of seven as a Committee, which would really be a Council?—They will not make a Committee executive; that is the feeling all through Wales for some reason or other. They never will make Committees executive.

1403. Then in that case do you get a full sederunt of your Council at each meeting?—The average attendance would be about 18.

1404. Is it not those probably who have not much to do who turn up?—It depends. If there is an election on, they will turn up in full. That is a great drawback. You have to explain things over again, and have people vote on matters which they have not considered even. It is a very serious drawback, the size of it, but I do not see how that can be altered. Of course, it is far the largest that I know of anywhere.

1405. But it is very large in both the others, too?—Yes, but it is not so large as here.

1406. Well, after you get over 30, it does not matter how large it is?—My ideal would be something like 21 for the whole body. There is one thing I had forgotten, or rather, I had overlooked. You find, of course, that we are fearfully cramped; our rooms are too few and too small, but the accommodation for the arts is going to be very fine soon. That is beyond question; you need not think about it. The question naturally arises, what are we going to do with the science for the next 10 or 12 years, because it will be that time before the next £100,000, or rather, more, is required, unless we get some big legacies. I think if you look round the place, for instance, you will see the possibilities; the library I am thinking of as becoming the home of Physics and so on, and I had in my mind an arrangement by which, although you will see all our laboratories and so on are crammed at present, I think almost immediately that we have moved in here in the immediate future, we shall be able, not to give such accommodation as I should like, but to give far better scope and accommodation to the science department than we have got at the present moment. You must not judge what we shall be able to do after this year simply by the size of the rooms; you will see all this when you go to the science and art department.

1407. (*Principal MacAlister.*) You could throw two rooms into one?—And then our Library is a biggish room; we shall be able to take that; these rooms next this one which are large ones; this room; and a very considerable number of rooms about the place.

1408. (*Mr. Ogilvie.*) The Engineering Department goes to the new building next year, does it not?—Oh no, the Engineering Department is the one which is really well off. It is not fine to look at, it is just a brick building, but it cannot grumble in the least. What we want there is more things to put in it, not space to put them in. It is the reverse to all the others; that one Department has got heaps of elbow room.

The witness withdrew.

Adjourned.

SIXTH DAY.

Thursday, 19th December, 1907.

At the Conference Room, Board of Education, Whitehall, London, S.W.

PRESENT:

SIR THOMAS RALEIGH, K.C.S.I., D.C.L. (*Chairman*), presiding.

Sir JOHN RHYS, M.A., D.Litt.
Mr. F. G. OGILVIE, C.B.
Professor W. S. MCCORMICK, LL.D.
Mr. G. L. BARSTOW (*Secretary*).

Sir ISAMBARD OWEN, D.C.L., M.D., M.A., Senior Deputy Chancellor of the University of Wales;

Principal HENRY R. REICHEL, M.A., LL.D., late Fellow of Jesus College and late Fellow of All Souls' College, Oxford, Principal of University College, Bangor;

Principal T. F. ROBERTS, M.A., LL.D., Fellow of Jesus College, Oxford, Vice-Chancellor of the University of Wales and Principal of the University College of Wales, Aberystwyth; and

Mr. JOHN MORTIMER ANGUS, M.A., the Registrar of the University College of Wales,

Called in and examined.

1409. (*Chairman.*) The Committee were indebted to you, Sir Isambard, for the two memoranda, one on the constitution and one on the finance of the University, and as my colleagues have not had time to read those, I should propose either that you should read it yourself or have it put to you point by point?—Yes.

1410. And we can ask for explanations as we go along?—I must apologise for the memoranda being somewhat hastily and roughly drawn; but we had very little time to prepare anything in; but I think I have put in everything that is essential. Shall I read this then?

19 *December* 1907.] Sir ISAMBARD OWEN, D.C.L., M.D., M.A., Principal H. R. REICHEL, M.A., LL.D., Principal T. F. ROBERTS, M.A., LL.D., and Mr. J. M. ANGUS, M.A. [*Continued.*

1411. Yes, I think, if you would?—I understood, Sir, that you wished information upon the constitution of the University.

1412. Yes?—And particularly on its relations with the constituent Colleges. The constitution of the University of Wales is drawn on national rather than strictly federal lines. The University Colleges are represented on its governing body, but by 36 members only out of a hundred; the remaining 64 being appointed by the Crown (13), the County and Borough Councils (26), the Guild of Graduates (13), the Central Welsh Board (6), and the heads of public schools (6). Besides the constituent (University) Colleges, the University has four Theological Colleges "associated" with it, and three others "approved" by it; and has powers, not yet exercised, for University extension in Wales and for the affiliation of Technical Colleges. Candidature for degrees in the secular faculties is limited to students of the constituent University Colleges, except as far as Technical Colleges may be concerned when any are affiliated.

1413. Can you get a degree from a Technical College without passing through the University or the University College course?—Yes, that will be so under the Supplemental Charter. The entire authority of the University, in administrative and academic matters alike, is vested in and exercised by the University Court, the public governing body above alluded to. That is one point on which I think the constitution and practice of the University of Wales differs from others.

1414. Does your experience show that this close connection with the local authorities is a source of strength to the University?—Yes, I think that undoubtedly is so.

1415. Has it been in any degree a source of embarrassment to the University?—None whatever. The Court delegates power over the property and income of the University, subject to any direct orders of its own, to a standing Executive Committee of 18 members.

1416. Does it resemble the governing body, the proportion of local representatives and academic representatives?—No, the constitution includes certain members *ex officio*, that is, the two Deputy Chancellors, the Vice Chancellor, the Treasurer, and the Principals of the other constituent colleges, and 13 elected members. They are elected freely out of the Court and anyone can be put on; there is no restriction as to the sources they are drawn from. The Court from time to time delegates other executive powers in particular matters to this Committee. The Court, I may say, has power to appoint other executive committees of its own members, but it finds it more convenient to delegate matters that need delegation to the standing executive than to appoint special committees. The Chancellor is the President of the Court. In his absence his functions are exercised by one of two Deputy Chancellors annually appointed. The Senior Deputy Chancellor has in practice acted as Chairman of the Court since 1895. The Senior Deputy Chancellor has been Chairman also of the Standing Executive Committee during this period, and in those two capacities has exercised a general supervision over the administrative business, finance, and external relations of the University. The Deputy Chancellorships are honorary offices. The heads of departments in the three constituent Colleges together constitute the University Senate. The powers of the Senate are advisory only, but the Court is debarred from legislating in academic matters, as far as the secular faculties are concerned, except upon the recommendation of the Senate, or after having received its opinion on the legislation proposed. In the Faculty of Theology the functions of the Senate are exercised by a special advisory committee, called the Theological Board. In the newly-established Faculty of Medicine these functions will also for the present be committed to a special Medical Board. The Principals of the three constituent Colleges are in turn Vice-Chancellor of the University. The Vice-Chancellor is the chief executive officer of the University in all matters concerning University studies and examinations. As such, certain executive powers in matters of urgency are conferred on him by the Court. The Vice-Chancellor is also the Chairman of the University Senate and its spokesman in the Court. All three Principals are *ex-officio* members of the Court and of the standing Executive Committee. It is the custom of the Court also to appoint a professor for each College on the Standing Executive Committee.

1417. I understand the Principal who is serving as Vice-Chancellor still has the full responsibility of his own College?—Yes.

1418. He is not relieved from that?—He is not relieved from that in any way, unless it were by the action of his own College.

1419. Is this also an unpaid office, the Vice-Chancellor?—The Vice-Chancellor receives £150 a year, practically his expenses. It is the uniform practice of the University, as enjoined by its Charter, to specify qualifications for initial degrees in terms of study, examinations being treated as complementary to study. That is one of the peculiarities of the wording of our regulations. The constituent Colleges have severally the right of initiative in proposing schemes of study for initial degrees in the secular faculties for their own students. Such proposals must be approved by the Court before becoming operative, and the Court may only approve a scheme upon the recommendation of the University Senate, or after formal appeal against the Senate by the College concerned. Such proposals must be made in accordance with the general scheme laid down by the University, which the Senate was accorded the right of initiative in proposing in the first instance.

1420. The Senate of the University?—The Senate of the University. In practice, the University has so far proceeded by laying down for each degree a series of regulations to which schemes must conform and undertaking to approve any scheme framed in accordance with them, provided that the individual courses composing this scheme have been themselves approved in the manner above described. Courses as components of schemes are approved by the Court year by year for each College on its application and after report thereon by the University Senate.

1421. (*Professor McCormick.*) As a matter of practice, do you find any friction or check upon the initiative of the Colleges, as individual Colleges, that they have this restraint from the University to their schemes? I put it in this way, for instance. Take the three professors in any one subject, Latin or English, at the three separate Colleges, they must either agree among themselves as to the course of study that is to be understood as the graduating one, or get it imposed upon them; there must be some unanimity?—Well, no, Sir, because it is not considered obligatory on the Court to force a uniform scheme on all three Colleges. Each College is entitled, with the consent of the University Senate, to frame its own scheme and its own courses, and in the case of a good many subjects the courses approved are different for the different Colleges. The office of the University Senate in respect to them is to see that the courses proposed are equivalent in scope, though not identical.

1422. Would you say this, that your scheme in the University of Wales has none of the disadvantages of an external University scheme?—Yes; none.

1423. None?—It provides, we believe, equally for equivalence of standard and for freedom of teaching in the Colleges.

1424. (*Chairman.*) When the three Colleges are proposing schemes in a subject which they all take, I understand that the professors consult together about it?—Yes.

1425. And that there is a considerable degree of resemblance between the proposals of the three Colleges?—In some departments the courses proposed are identical. That is arrived at by agreement among the Colleges before the matter comes into the Court at all.

1426. That was what I gathered from the Calendar?—But the Colleges are perfectly entitled to separate schemes and courses if they wish. In respect of the higher degrees no right of initiative is given to the Colleges. Legislation respecting them, as well as that respecting general regulations for initial degrees, may originate either in the Court or in the Senate. Then comes a point in which I think the University has rather a special arrangement. The University does not enter into direct relations with its undergraduates. No undergraduate student can claim to frame a scheme for himself or to present himself for examination. Every application to the University on his behalf must be made by his College, and for every examination he must be presented by his College as having "diligently pursued and duly profited by" the course or courses of study on which the examination is held. The Colleges have, therefore, a perfect right to keep back from the examination the candidates who do not look as if they were going to get through.

1427. Is that a power frequently used, Mr. Chancellor; have you often got to keep men back who want to go in?—(*Principal Roberts.*) I think not very frequently. (*Principal Reichel.*) The question of presentation comes up before the College Senate at a particular time each year just before the degree examinations, and then a certain number of names are struck out. The percentage is usually small.

1428. You do not keep a man back, I suppose, unless you feel that he has really no chance of passing?—(*Principal Roberts.*) He must have "diligently pursued and duly profited by the course."

1429. (*Mr. Ogilvie.*) You do not apply the expression in the strict sense of the words, as you might, to keep back a man who, being of exceptional abilities, may still be able to pass the examination, although he has absolutely wasted the whole of the time?—Oh, we do not restrict in that sense. (*Principal Reichel.*) I am afraid I should have to say that at Bangor we did.

1430. That is a matter for individual Colleges to consider?—It is a matter of individual policy. (*Principal Roberts.*) What I meant was that we require a certain standard of attendance upon lectures. For instance, if the attendance was below a certain proportion we should not allow him to proceed; and if, again, in the exercises connected with the course he fell below the standard which the Professor thought was the right standard, he would not be allowed to proceed.

1431. But you have no specific standard of diligence as distinct from that of bodily attendance and of ability?—I think there is no strict standard, but it is left in the hands of the head of a department to keep a man back on the score of diligence if he thinks it necessary to do so. (*Sir Isambard Owen.*) I may say the system was derived from the practice of the London Medical Schools, in which it has been exercised for a good many years past.

1432. (*Chairman.*) The man has to get his professor's certificate before he goes in?—Not only that, but he has, as a rule, to pass a test examination before he is allowed to go in for the examination.

1433. Whether the man had to get his degree from the work he has done, if he did that of course the number of ploughs would be rather a criticism of the opinion of the College regarding the men presented. You do not say that?—(*Principal Reichel.*) It means we do not feel justified in not giving him his chance and seeing what he can do in the University examinations.

1434. (*Mr. Ogilvie.*) That he has a chance of getting through?—Yes.

1435. You would let him go up although you felt that if he got through it would be for him a fortunate chance?—If he had been a creditable student during the session in point of diligence and attendance, and we thought that there was some chance of his getting through, we should probably say, "We do not think your chance of passing is great, but still we shall not refuse to present you." (*Sir Isambard Owen.*) That was, generally speaking, the spirit in which the system was administered in the London Medical Schools.

1436. (*Professor McCormick.*) There was one point regarding degrees, if you are done with that section of your evidence?—Yes, with that paragraph.

1437. It was with regard to the degrees for the London University. Of course, before the University of Wales was formed the Colleges were preparing for that?—Yes.

1438. And we found to a certain extent, I think—to a greater extent in Aberystwyth than elsewhere—the preparation for London degrees; of course, that is a thing that the University of Wales, as a University, has no cognisance of?—No.

1439. That is a mere matter for the Colleges' own arrangement?—Yes. The Faculty of Theology is a graduate faculty, and the same will be the case with the Faculty of Medicine.

1440. (*Chairman.*) Who prescribes the qualifications for B.D., the initial degree in that Faculty?—The Court, on the recommendation of the Theological Board. The Theological Board is a rather large body composed of persons appointed partly by the Associated Theological Colleges, partly by the Senate, partly by the Guild of Graduates, and partly by the Court; and it has by Statute to contain four external members of distinction in Theology. We have had the advantage of some very distinguished theologians upon our Theological Board.

1441. Yes, I notice the names; and various denominations are represented?—Yes, every denomination, I think, in Wales, is represented in one way or another upon the Board.

1442. Except Roman Catholics, I suppose?—Except Roman Catholics. In all examinations qualifying for secular degrees an external examiner is annually appointed in each subject by the Court and an internal examiner by the College presenting candidates in it. These examiners, with the Vice-Chancellor, constitute the Examining Board of the University in that subject for the year. The Vice-Chancellor presides in every such Board, and the external examiner has an absolute *veto* on any degree or honour proposed. Up to the present the same examining boards have examined for initial and for higher degrees alike, but specialist assessors are appointed in particular cases.

1443. The external examiner, as I understand, also takes the lead in drafting the paper?—Yes.

1444. But he consults his internal colleagues?—He consults his internal colleagues. The Senate has no part in the appointment of examiners, either external or internal, or in the executive work of conducting the examinations; but the majority of the internal examiners appointed by the Colleges are themselves members of the Senate. The University has no authority over the constituent Colleges except as regards schemes of study for University distinctions and rewards, and is not represented on their governing bodies. It contributes no funds to them, and draws no funds from them except in the shape of students' fees. The Colleges have the right to claim that the examination of their own students shall take place in their own towns. The examinations are held at all three constituent Colleges simultaneously.

1445. That part of your statement, Sir Isambard, is completed by the printed list of examiners which we have before us, and I think I may say that the external examiners are taken, almost all of them, from the other Universities of the United Kingdom?—Yes.

1446. I read the list carefully through, and I think you may fairly claim that it shows that that part of the work is in highly competent and impartial hands?—Yes.

1447. That is the end of Sir Isambard's note about the working of the constitutions; if there are any further questions on that they would be properly asked now.

1448. (*Mr. Ogilvie.*) I should like to ask about the supplemental charter to which you referred, bearing upon the relation of technical colleges to degrees (page 21); how far has this been put in operation?—Not at all as far as regards affiliated Colleges; no

application has yet been made. A statute has been made under the Supplemental Charter with respect to the affiliation of Colleges.

1449. Then is it the case that any possible applications under this may have been waiting for the publication of the Charter?—We anticipate some day receiving one from Swansea, but we are told that they have not brought their College as yet up to the pitch at which they would like to make the application.

1450. That is the point; that they have not reached the standard?—They have not reached the standard.

1451. For affiliation?—For affiliation.

1452. In what respect do you suppose they are still falling short of the standard?—I have no official knowledge on the subject. I think the difficulty generally is one of cash.

1453. Then at the present moment there is no such affiliated college?—There is no affiliated college at present.

1454. If that were affiliated it would represent in Swansea much the same as a section of the work that the College of South Wales does at Cardiff now?—Yes.

1455. One section of it?—The work at Swansea will probably chiefly take the line of Metallurgy, Swansea being the great centre of metallurgical processes; and that was the view of the University, that it was very desirable that in subjects like metallurgy, which are carried on in particular localities, we should be able to have our students educated in close contact with those industries; that was the object of the affiliation clauses of the Supplemental Charter.

1456. And if Swansea or any other place—take Swansea as an example—were affiliated, then a student might proceed to his degree by residence and attendance at the classes in Swansea?—In Swansea.

1457. From beginning to end in that particular section?—In that particular section in which the College was affiliated.

1458. And, therefore, you would not affiliate the College until you were satisfied that it presented, not merely the specialised classes, we will say, in metallurgy, but also the necessary classes in general science up to the standard necessary for a science degree bearing on metallurgy?—Yes, quite so. The safeguards, I think you will see, are fairly stringent, both in the Statute and in the Charter.

1459. Yes. May I ask whether the University takes any special precautions to secure a definite relation between the standard of the matriculation examination for the University and particular examinations held by the Central Welsh Board?—I am not quite sure that I grasp the point of the question.

1460. Well, you see there is the matriculation examination for the University?—Yes.

1461. Which is one avenue; and then there is accepted as an equivalent a certain examination by the Central Welsh Board?—Yes.

1462. Is there any communication between the two examining bodies, so as to maintain the standard of equivalents that is implied by the recognition?—Well, many members of the University Court and of the University Senate are also members of the Central Welsh Board; in particular, the three Principals are all members of the Central Welsh Board, and there is thus a close knowledge at the disposal of the Senate as to the standard of the Central Welsh Board examination, and the Court accepts the equivalence of the Central Welsh Board's examinations on the recommendation of the Senate. You will see, I think, from this table that the Senate has gone very carefully into the question of the equivalence.

1463. Of course, the equivalence is of the greatest importance in those two examinations?—Quite so.

1464. Then practically you rely upon the fact that certain members of weight are common to the two managing bodies?—Quite so.

1465. And you look to them to secure that the equivalence is real?—Quite so.

1466. (*Professor McCormick.*) In practice would you say that it was working satisfactorily in providing against students who were not of the sufficient standard of training to profit by University education?—You are speaking now——

1467. Of the examination as at present conducted?—Of our examination?

1468. Well, they are both practically the same; they are equivalent?—That is a question which, I think, would be better answered by the Colleges. We have no knowledge in the University Court that such is not the case, except as regards one subject, in which, I think, the Registrar informed the Committee that we found the standard the Court had intended had not been maintained in the matriculation examination; but that will now be remedied.

1469. There is one difficulty about testing a student's secondary training by paper, namely, that a student might get a sufficiency of marks in a mere paper examination who had not really had a sound training, who had got this by cram or otherwise; and this we are trying to obviate in Scotland by giving the teachers some say in the matter, as well as the mere examiner of the written papers at the end of a year. Now, I understand that that is one of the principles of your degree, as you have already explained, that you give it not merely on the written paper, but upon the whole course of the student?—Yes.

1470. I wanted to enquire as to the value of the matriculation examination as a test of the produce of the schools?—That matter has been already before the Court; the Court has referred it to the Standing Executive Committee to consider and report upon; it will come up before the Standing Executive Committee to-morrow. The precise reference is to consider whether anything akin to the American system of accrediting can be introduced into the University. I may say that, personally, I fully share your views as to the inadequacy of University matriculation examinations to afford a real test. My own impression is that they are a very defective piece of machinery all round.

1471. Yes, we are finding that in Scotland it is very similar, because we have the two equivalent examinations in the same way?—Yes.

1472. Except, of course, our leaving certificate, which, like your Central Welsh Board, is under one department?—Yes, exactly. Of course, I am speaking now purely my own opinions, not the opinions of the Court.

1473. (*Mr. Ogilvie.*) Have you any view as to whether it is desirable to encourage a raising or a lowering of the standard of matriculation?—Well, I should like to see the standard of matriculation raised, not only in the University of Wales, but, I think, in most other Universities in England and Wales alike. But I should hestitate to say that that could be gained by raising the standard of matriculation *examinations.*

1474. I see; you mean that you prefer to encourage the raising of the standard of the entrance of students by affording them opportunities of passing over certain classes if they have attained a higher standard than the minimum mark in the matriculation?—Yes, I would rather employ the method of encouragement.

1475. That is the method which is employed in the Colleges of Wales now?—Yes.

1476. To a certain extent?—To a certain extent, yes. We hope that it will extend.

1477. You hope that will extend?—Yes.

1478. That is to say, you look to the schools doing more and more of the work that is at present undertaken in the lowest classes of the University?—Well, we hope to see an increasing number of students coming in at what we call the "ordinary" grade. We hope that that class will increase.

1479. That is the aspiration?—Yes.

1480. (*Chairman*). One might put it in this way, perhaps: that you would so deal with the schools that they would be enabled, as a regular thing, to send forward their pupils able to take advantage of

the regulation under which they can escape the intermediate stages of College work and begin at the Ordinary?—Yes, of course, one would be glad to see that coming, but I do not wish to say that the stage which we call now the Intermediate stage is too low a stage, as education in the Kingdom as a whole goes at the present moment.

1481. No, I was trying to express it so as to avoid that?—I mean that anything I should say on this subject would apply to all the Universities in the country, not specially to the University of Wales.

1482. (*Mr. Ogilvie.*) Oh, yes, that I quite understand?—My point is, that I think, on the whole, the point at which University education begins in the United Kingdom is rather lower than that at which it begins on the Continent.

1483. Than that at which it ought to begin?—Yes, taking the Continental standard as showing what it ought to be.

1484. (*Chairman.*) Then it may be important to consider that you have to deal with a percentage of students who are men too old to go to school, not having had any great advantages in point of school education, but anxious to enter on a University course, and you would not keep the barrier too high as against them?—No, that is just the kind of student which makes the difficulty in framing the matriculation examination standard. You may get a student who has been, perhaps, two or three years away from school, and who, perhaps, in the months of July and August, makes up his mind to find his way to college, and to take an University course. To put up a really satisfactory matriculation examination standard against that student involves the risk of keeping out some of the best students you get.

1485. (*Mr. Ogilvie.*) Of course, if we were to set aside for the moment that type of student, your views would be more strong in the direction that you would hope comparatively soon to rely upon the ordinary "from school" student—so to describe him—being able in the subjects of school training to join the classes of the ordinary grade?—Well, of course, one would be pleased to see it; one would be the more pleased the higher the standard of schools went.

1486. Yes. Well, then, to come back to the other men?—As I say, I am not prepared to say that we have a right to expect a higher standard at the present moment.

1487. Oh, no, but you would be glad to welcome it, I take it?—The higher the standard we can work with, the better we shall be pleased.

1488. Then for the other type of student, for whom it is more difficult to look for a ready solution for higher training before he comes to the University, some provision we found was being made in specific external institutions, for providing them with preparatory training before they came to the University. Do you know?—In Wales?

1489. Yes, in Wales; say some of those of the type you describe as coming to the College after they have been a couple of years or more away from school; in cases where they were men who intended to go to the ministry, we were informed that there were certain institutions that did take them in hand, and give them a preparatory training, so that they might be more suitably prepared for the University work?—Yes; but I had in mind not merely ministerial students; I had also in mind students in the departments of engineering, mining, and metallurgy. Those are just the classes of students among which you find this difficulty.

1490. In their case it appeared that those of them who were backward in their general training went as a rule for the diploma offered in Cardiff by the University College as against going for the degree?—As against going for the full course; that would probably be so.

1491. And, as a matter of fact, their preparation had not generally run so much upon the matriculation lines when they were at school as to make them able to pass the matriculation then or now?—Well, of course, to such students, as I take it, the obligation to pass a matriculation examination means going and getting three months or so of cramming at a crammer's.

1492. That would not do them much good, would it?—I do not think that does them much good. None whatever, I should say.

1493. In fact, a student who had followed that course, and left school too early to complete his general education—had gone to work—and then desired to take higher training in technical subjects, probably would benefit really by devoting himself to that line—that is to say, by following a diploma course, more than by making a spurious effort to get an examination standard of knowledge as for the matriculation, and then following the degree course?—I think among such students you often find, if not the best, at any rate some of the best University students; men who are quite qualified to take a degree course; but to such men, to set up a rigid examination in school subjects as a barrier to their getting into the University is to create a serious obstacle.

1494. (*Professor McCormick.*) Would the logical conclusion from that not be that good secondary training was not an essential part of a University degree? You say that some of the best students are those who have had no secondary training at all?—No; I was not speaking of those who had had no secondary training; I am speaking of those who had left school perhaps for a couple of years, or for three, or more.

1495. But that would remedy itself if you had a proper scheme of leaving certificate examination at school in Wales the same as in Scotland. The boy would get this certificate, and if he did not think of going to the University, but went into business for two or three years, there is the evidence, and afterwards he would not have to do it again?—That would help matters.

1496. It is rather the student, and I agree so far that you come across certain exceptions of this kind who left school at 14, who could not afford to go to school longer, went into business or commercial and industrial life, and resumed again, say, at 21?—Yes, of course, that class does enter into the question.

1497. Would it not be better then either to treat such cases as real exceptions and not profess that they were going to pass a school examination of any value whatever, because I think the danger of it just now is that it is unusual, as you say there is three months' cram; it is a fake?—It is.

1498. It would be much better, I think, surely, that there should be the exception openly made, say, at the age of 21. It would enable you to keep up your school standard, if that were admitted?—Yes, that is a very valuable suggestion, which would be well worth consideration.

1499. The point is to keep up the school standard?—Yes. I am speaking, of course, on this particular point largely from experience in the North of England.

1500. We had the same in Scotland?—Yes.

1501. And, unfortunately, through our rigidity of system in Scotland, we have excluded this form of good man?—Yes.

1502. It has had that unfortunate result?—Yes.

1503. (*Mr. Ogilvie.*) The real question is that there is this distinction: The two types of student are pretty well marked in Wales, and the question is whether it is desirable to attempt to deal with two so very diverse types—I mean diverse in training, in previous history—by the same method. You have got those whose previous history is entirely school history, and who have devoted their years up to 18 practically, in most cases, in obtaining an education along school lines. Well, if you can take cognisance of those without having to limit your action with reference to them by considerations of other people, you can look for a training from them on the best possible lines up to 18, say. But if, on the other hand, you have to qualify your recognition of them by the necessities

of the case for those who have had less advantages, but who, nevertheless, from other training, are qualified to enter upon a course of University instruction and education, the matter is seriously hampered, and what I would like to get at is whether you recognise a sufficient difference between these two cases to justify the matter being considered from two points of view?—It is rather a large subject to go into hastily.

1504. (*Chairman.*) I should like to ask, speaking in percentages, whether you could give us any idea of the proportion in which students of the two types appear?—In the University of Wales?

1505. Yes?—That knowledge, I think, would be in the possession of the Principals of the Colleges more than in mine.

1506. Could you say what proportion of your men come to you without the advantage of a complete school training?—(*Principal Roberts.*) I am afraid I could not state any proportion that would be of much assistance. (*Principal Reichel.*) It is exceedingly small. The immense bulk of our students come to us with a complete school training.

1507. But you have the other type?—We have a few of the other type.

1508. (*Mr. Ogilvie.*) My impression was that the proportion was larger in Cardiff?—(*Sir Isambard Owen.*) I should think that would be quite probable, as our schools of engineering and mining are at Cardiff, Sir. (*Principal Roberts.*) They are ministerial students and agricultural students in our College, those two classes. (*Principal Reichel.*) I should say that they were virtually restricted to those two classes.

1509. (*Professor McCormick.*) In the case of the agricultural students that would not matter; you are not training them as University students; they are not going forward to a B.Sc. in agriculture?—(*Principal Roberts.*) Oh, yes.

1510. Some of them, but not those who come up for a short course in farming?—(*Principal Reichel.*) We do not count those. (*Principal Roberts.*) We have found some men of striking ability who have come up through the short course and who have to spend a year in order to qualify for the matriculation after having gone a considerable way with their agricultural studies.

1511. (*Mr. Ogilvie.*) What object would these men have in view in going back, so to speak?—To get the degree.

1512. What was their object in wishing for the degree so strongly?—To qualify for the higher class of expert position in agriculture.

1513. As instructors or as advisers?—As instructors and as advisers.

1514. Educational advisers?—No; advisers in other capacities as well, I think. The number is not very large of those, but I have known some very striking cases.

1515. (*Chairman.*) If they are instructors I suppose it is a distinct advantage to them in their profession to have the degree?—Oh, yes, no doubt of it. (*Sir Isambard Owen.*) Land agents would find it an advantage? (*Principal Roberts.*) They would also, but the necessity of the degree is not so striking in that case. (*Principal Reichel.*) No.

1516. If those are all the questions asked, I might now, perhaps, ask the Vice-Chancellor whether there is anything he would like to add?—(*Principal Roberts.*) I do not think there is anything I would wish to add unless the Chairman would wish to inquire into any further matters. I might say as regards the working of the University examinations for the past two years the ex-Vice-Chancellor would be better able to speak than I, inasmuch as he has been engaged as Chairman of the various Boards during that period. I thought I might perhaps refer to the work done by the University in the development of higher theological education in Wales. That is work in which the University Colleges can have no part, and it is therefore work which has been done directly by the University upon the initiative of the University Court with the aid of the Theological Board, which is its advisory body. The Committee is aware that the B.D. examination requires a three years' course of study in theology following upon the Arts Degree, and, therefore, that a considerably advanced standard of proficiency is required. I have here the list of the first and second B.D. examinations for June last, which shows the number of those now taking the examination and the Theological Colleges they come from (*Paper handed in.*)

1517. I see you say for the first B.D. examination; is that an examination in theology?—Yes. (*Sir Isambard Owen.*) In theology.

1518. When they are presented from Aberystwyth College you present them?—(*Principal Roberts.*) No; that is the Theological College at Aberystwyth, not the University College.

1519. Oh! yes, I see it is not your College?—No.

1520. (*Professor McCormick.*) But they are all B.A.'s first of the University of Wales?—Yes, or of some other University in the Kingdom. (*Principal Reichel.*) They may be B.Sc.'s.

1521. I should have said Arts or Science graduates?—Of course, that is rare, but it has been known.

1522. (*Chairman.*) Then you only offer this degree to a candidate presented by one of the Associated Colleges?—(*Principal Roberts.*) Yes. (*Sir Isambard Owen.*) Associated or approved.

1523. Then as to any details about that which are contained in the report of Dr. Fairbairn and Principal Reichel, I suppose we may take it that that is fairly up to date; it was only last year, I think. (*Principal Reichel.*) I think so; yes, I think you may take it that that is fairly up to date. (*Principal Roberts.*) The needs of the theological students, who form a large part of the Welsh students, have a bearing upon the work of the University Colleges in certain subjects. Particularly it is for the sake of the theological students, for example, that Greek requires to be developed in the University. It is a subject which is not very largely taken in the intermediate schools, but is studied in the preparatory schools to which reference has been made this morning. There are some half-a-dozen preparatory schools for the reception of theological students who are not able to obtain the advantages of the intermediate schools. They obtain two or three years' preparation in these schools before they enter the University. The University provides the instruction in subjects such as Greek, conditioned by the circumstances of these students to a large extent.

1524. Then at the end of the course in such a preparatory school, which is the next stage; the B.A. course?—The B.A. course at the University, yes.

1525. (*Sir John Rhys.*) Have we any list of those schools or colleges. Could you enumerate them. I think we may as well have them?—There is the Bala Preparatory School, where I think there are about 50 students; Trefecca, where there would be about 40 pupils; there is one at Pontypridd, one at Newcastle Emlyn. Both these are considerably smaller than the ones at Bala and Trefecca. There is one at Clynog, I believe.†

1526. What is there at Bala now of the kind?—Bala Preparatory School is the most important one.

1527. (*Chairman.*) Then under what control are these preparatory schools; are they under any Board?—Two of them are under the same control as the Theological Colleges of Aberystwyth and Bala respectively.

1528. (*Mr. Ogilvie.*) Has any difficulty arisen in the matter of theological degrees, inasmuch as there are only three Colleges associated with the University?—(*Sir Isambard Owen.*) There are four now.

† (*Note.*) The numbers of students at present attending preparatory schools chiefly for ministerial candidates are as follows:—

Bala Preparatory School, Merionethshire	42
Trefecca College, Breconshire	51
Collegiate School, Pontypridd, Glamorgan (including for the ministry, 50)	52
Emlyn Grammar School, Newcastle Emlyn, Cardiganshire (including 22 for the ministry)	43
Gwynfryn School, Ammanford, Carmarthenshire	35

1529. There are four; still, that leaves a good many denominations out of count, perhaps none that matter in this connection?—The Baptist College at Cardiff is approved though not yet associated. The Wesleyans have no college in Wales. I think that covers pretty well all the ground. (*The Registrar.*) Two at Bangor are approved. (*Sir Isambard Owen.*) Oh, yes, there are two at Bangor in the form of a joint school.

1530. They may send up from the approved colleges as well?—Yes. The colleges cannot be associated until they have presented candidates for a certain number of years.

1531. Quite so; so there is no difficulty?—Mansfield College, at Oxford, is also approved. (*Principal Roberts.*) I should like to say further that the University has as yet made no provision for extension education in the sense of the Oxford and Cambridge and London University extension schemes. Powers are given to the University in the Charter to institute and maintain courses of that kind, but hitherto nothing has been done. A good deal has been done by the Colleges, especially in some subjects such as Agriculture and Mining, but the University has not been able to take any part in the work, which would require, I suppose, as the first step, a large provision for the appointment of an organising secretary or director.

1532. (*Chairman.*) I think the history has been that in the early days, when students in the Colleges were few, the professors had time to give extension lectures, but as the Colleges have increased in number they have been obliged to restrict that kind of work very much?—Yes, that is so.

1533. And probably this is the point on which it might be desirable for the University to take it up?—Yes.

1534. Then what is the obstacle to that; is it the expense?—I think the obstacle is the expense, that there would be a very considerable fund required to start any organisation that would be likely to meet the need.

1535. (*Mr. Ogilvie.*) Yes, but I think there is a further consideration. The Chairman has just referred to the pioneer aspect of this work in the interests of the Colleges, or rather in the interests of the country which the Colleges represent, but the other point, the point that you are touching now, as to whether the University should take up this work, is surely affected by the fact that since the Charter was considered, and since this aspect of University work became prominent over England, there has been a very remarkable change in the educational aspect of the country both in England and Wales. We have got funds placed in the hands of local authorities for precisely the type of education which is contemplated in the University extension. We have also got funds placed by the Government in the hands of a department to be spent through the local authorities in supplement to the funds they have directly, so that really is it not the case that in Wales this aspect of the work which has previously been referred to as University extension is now covered by other possibilities?—It is covered, no doubt, to a large extent in technical subjects.

1536. There is no restriction to technical subjects in the application of the funds; it is higher education?—The funds you refer to now being the funds in the hands of the local authorities?

1537. And the grants available through the Board of Education for the higher education of those whose ordinary employment occupies the greater part of their time?—That may make a very large difference in the prospects of the movement for extension work in Wales, but nothing as yet has been done, nor, I believe, has it been recognised that the funds under the Department of the South Kensington Branch of the Board of Education are at all available for what we regard as extension lectures.

1538. Yes; well, of course, these funds are being largely used for exactly the same purposes in other parts of the country?—In other parts of the country, yes.

1539. The point I am putting is, the funds being available in that way, it does not appear to be now necessary even if it were desirable for the University to undertake such responsibilities?—If there are any other funds available I certainly should not consider the University would be justified in applying any of its income towards the work. What I had in my mind was that the University might, in the absence of other provision, appoint an organising director of extension work for Wales. The greater part of the work is being done under the Colleges for their various districts, but there should be some agency in that way for directing the whole.

1540. (*Chairman.*) But the local authorities might be glad to have the advice of the University in making the best use of such money as they can get hold of?—Undoubtedly.

1541. (*Mr. Ogilvie.*) And of helping them to find suitable teachers?—Yes.

1542. Whom the local authorities would pay?—Yes. The University Charter also contains a provision that the approval of all teachers under such a scheme of extension lectures is to be in the hands of the University if those lectures are to count at all towards a degree. There is a provision that such lectures, extended over a considerable period, might be reckoned as equivalent to the first year of the University course.

1543. Well, let us consider what state of matters that regulation would contemplate. It means education being brought to the doors of these extension pupils, does it not?—Yes.

1544. And for a long period of years and extending through the course which approximates in standard to that in a University?—Yes.

1545. I am afraid that could only be possible in the larger centres of population?—That would be so.

1546. Where the Universities are?—I only mentioned that point because it touches upon the approval of teachers.

1547. Yes, but I want to find out whether it really is in the present day a practical point; is it a point of any practical importance in the present day?—It might, as you say, be of importance in large centres.

1548. But, then, those are just the places where the University Colleges are, and, therefore, it would only be of importance if you were affiliating to the University the institutions which in those centres were taking the responsibility for the education of adults other than University students?—Yes, that is so.

1549. And these institutions are directly under the control of pretty strong local authorities?—Yes, that is quite so.

1550. Who would not be very likely to put a limitation upon their powers upon the appointment of teachers such as this would contemplate?—(*Sir Isambard Owen.*) I think, Sir, the probability would be in Wales that if anything of this kind were contemplated upon a large scale the local authorities would probably approach the University and endeavour to place the whole of this work, more or less, under the direction of the University, so that something like a uniform system might be established in all the counties.

1551. But I do not think it is conceivable it could be established except at places like Cardiff and Swansea?—Possibly not. But the matter has never been considered by the University Court, because we have had no funds to devote to it so far. (*Principal Roberts.*) I may say with regard to that that some of the most valuable work of that kind, so far as we have had it in Wales, hitherto has been carried on even in remote country districts.

1552. Yes; but not through a long period of years worked up to an advanced point?—There has been nothing of that kind. The only proposal in the statute, I think, is that, suppose in a certain district, small or large, attendance had been given, say, for six winters, that might mount up in the end so as to cover the first year, the intermediate year of the University course; nothing more than a limit of one year; you cannot go beyond that.

19 *December* 1907.] Sir ISAMBARD OWEN, D.C.L., M.D., M.A., Principal H. R. REICHEL, M.A., LL.D., Principal T. F. ROBERTS, M.A., LL.D., and Mr. J. M. ANGUS, M.A. [*Continued.*

1553. You do not quite agree with my suggestion, then, that for practical purposes this provision in the Charter has been superseded by other arrangements?—It is very difficult to speak with regard to the prospects of such a system of popular instruction in Wales, but it is quite possible that there is a very large development that may be made in that way. I am not concerned very much as to any recognition of it by the University towards a degree.

1554. Ah, that is the point; though that is the only point I am speaking of?—But simply the importance of it in itself as a great possibility for the social life of the Principality in the future.

1555. I quite agree with you.—Yes.

1556. (*Chairman.*) Principal Reichel has already given us a good deal of information about the examining boards and the manner in which they work and the standards of graduation; perhaps, Principal Reichel, there may be something you would like to add after hearing the other witnesses to-day?—(*Principal Reichel.*) As to the standards?

1557. Yes?—I do not think so. I am not sure whether I said anything about the higher degree—the doctorate.

(*Professor McCormick.*) I do not think so.

1558. (*Chairman.*) I do not think we have had anything very definite about that?—I think the Committee ought to be informed that there is a change in the Doctorate in Science. Up till a year or two ago that was planned very much on the lines of the London Doctorate. It could be taken three years after a candidate had graduated as B.Sc. The Doctorate in the Faculty of Arts, however, required a much longer probation, and was separated from the Baccalaureate by an intermediate degree—that of Magister. For some years there was considerable conflict of opinion on the University Senate as to whether it would not be well to put the Science Doctorate on the same lines as the Doctorate in Arts—the Doctorate in Letters, as it is properly called—and to create an intermediate degree. For some years the argument that this would unduly handicap the science students of the University in getting appointments prevailed, especially in the Science Faculty. We have now, however, finally come to the conclusion that the conditions of the Doctorate should be the same in both Faculties. A new intermediate degree, that of Master of Science, is being established, and the requirements for the highest degree in science will be of the same nature in future as those for the highest degree in letters. It will not thus be regarded as the natural thing that every clever young man who gets his first in honours should, with reasonable diligence, in three or four years be able to qualify as Doctor.

1559. (*Sir John Rhys.*) What is the time when that Doctorate can be taken; is there any limit of time to it?—There is no upper limit of time; there is an inferior limit, of course.

1560. Yes, that is what I mean?—That precise figure, I think, the Registrar could give. (*Sir Isambard Owen.*) It is ten years for pass candidates and three years for first-class honour candidates, and there is an intermediate period for candidates who have attained a bare honours standard.

1561. Ten years from matriculation?—No, from B.A. or B.Sc.; and there is an intermediate period of five years for pass graduates who subsequently pass an examination equal to honours standard.

1562. (*Mr. Ogilvie.*) I think we ascertained that the D.Sc. degrees hitherto given, that is six degrees in all, were pretty closely on the same standard as the Doctor of Science in other Universities?—(*Principal Reichel.*) In London, certainly. It was modelled on the London Degree.

1563. Yes; and there was nothing in the standard of D.Sc. in the Welsh Degree that you have any reason to suppose has been lower than the standard in the corresponding degree of any other English University?—Oh, yes; in the University of Cambridge. I believe that the Doctorate of Science in the University of Cambridge is a very exceptional thing, corresponding much more to the Doctorate in Letters in the Arts Faculty.

1564. Then is the new Master of Science Degree to correspond with the old Doctor of Science Degree in Wales, or is it to be interpolated between?—Well, of course, it is somewhat difficult to say till we have actually come to the working of it.

1565. Well, but what is the intention?—Our idea certainly was that it would largely take the place of the present Doctorate, and the present Doctorate would be pushed up and become a degree of outstanding quality, corresponding to the Doctorate in Letters.

1566. What other Universities have already established a Mastership of Science of the standard you contemplate?—Well, there is one, of course, at the Victoria University. (*Sir Isambard Owen.*) Durham. (*Principal Reichel.*) Has Durham got it too? (*Sir Isambard Owen.*) Yes.

1567. Those are all. I do not know any other. I did not know Durham?—Yes, Durham has it. The wish of the University is to make the Doctorate of the University a very high distinction, more analogous to the Doctorate of Oxford and Cambridge.

1568. (*Chairman.*) Manchester and Durham, is it?—Manchester and Durham, yes. (*Principal Reichel.*) Manchester and Durham, yes.

1569. (*Mr. Ogilvie.*) Has Liverpool followed; do they propose taking any action in that way?—I do not know. I have not heard.

1570. Have any degrees of Doctor in Letters been awarded?—(*Sir Isambard Owen.*) Not yet.

1571. (*Sir John Rhys.*) Would the Vice-Chancellor, perhaps, be able to say what is the length of training more or less academical of the ministerial students that finish by taking the B.D.?—(*Principal Roberts.*) I should say in the case of those who began late, who form a considerable proportion, that it would mean two or three years at the preparatory school, three years or a minimum of three years at the University College, and three years at the Theological College. That would make eight years—a minimum of eight years.

1572. Yes, and at least six of them above the preparatory school?—At least six years.

1573—1577. Do you know how that compares with the ministerial students in Scotland, for instance?—I believe it is much the same, though I am not able to say whether the B.D. course involves three years after the M.A. course.

(*Professor McCormick.*) Yes; it involves three years in the Established Church of Scotland and four years in the United Free Church of Scotland.

(*Sir John Rhys.*) In the Free Kirk somewhat less, is it not?

(*Professor McCormick.*) We have no statistics.

(*Sir John Rhys.*) I thought some time ago, comparing things, that the preparation of our ministers in Wales was very much slenderer, judging by the length of the training for the Scotch degrees.

1578. (*Mr. Ogilvie.*) Yes; but the length that has just been quoted for the Scotch Degrees is the same for the Licentiate who does not take the B.D. Degree. What is the length of the Welsh theological student's training if he does not couple it with the University Degree in Divinity?—(*Principal Roberts.*) There is no rigid system of requirements in that respect in Wales, the requirements vary with the different denominations. I think, as regards the Calvinistic Methodists, which is numerically about the largest, that it would mean two years in a preparatory school, followed by three years in a theological school.

1579. So that after a University standard is reached, the course would be three years in a theological school?—Yes; and yet the standard of entry upon the theological school would not be so high as the standard of entry upon the University College stage of the lengthened course—the B.D. course.

1580. That is your comparison, Sir John, that with the others?

1581. (*Chairman.*) If they preach well they might rather be tempted by an invitation to a church?—Yes; they are sometimes tempted.

1582. Do the Denominations try to prevent that; because in England they do?—I think they do, yes.

1583. (*Sir John Rhys.*) They say they place the inducement in their way, do they not?—Yes.

(*Chairman.*) It means, I think, for instance, they will not let their men go.

(*Sir John Rhys.*) No; but the congregations rather tempt them to go, if they can, and if they have got the power of expression and oratory.

1584. (*Chairman.*) Will you complete your statement, Sir Isambard, by going on to the financial part of it now?—(*Sir Isambard Owen.*) The capital property of the University of Wales applicable to general purposes is limited to half an acre of land in Cathays Park, Cardiff, held free of rent on a perpetual lease from the Corporation of Cardiff under certain conditions, and a Registry Building erected thereon at a cost, including furniture, of £6,000, also the gift of the Corporation of Cardiff. The income of the University applicable to general purposes is derived from students' fees, from various small assets such as banker's interest, fines for late notices, sale of publications, etc., and from a grant (£4,000) annually made by Parliament. Students pay fees for matriculation and for admission to University examinations, not for admission to degrees. The matriculation fee is £2. This fee entitles to examination for matriculation if the candidates have not satisfied a matriculation test elsewhere. The minimum fees for an initial degree (originally £5) now amount to £6 15s. For the post-graduate degree of B.D. the amount is £5. For a Master's Degree the fees are £8 and for a Doctor's Degree £10. The fee for a teacher's certificate or diploma amounts to £4, for a certificate in oral French or German £2 10s. Payments to examiners are governed by a standing order, of which a printed copy has been furnished to the Committee. Matriculation examiners are paid according to a scale which has not materially varied from the first. External examiners for initial degrees are paid by fixed stipends, according to a table which is periodically revised. Internal examiners for initial degrees are paid according to a scale which has not materially varied from the first. Divinity examiners are paid by stipends annually fixed. Examiners for higher degrees are paid a fixed sum for each candidate examined. Matriculation fees yield a profit on the cost of examination. The fees for higher degrees are also calculated to yield a small margin of profit. The fees for initial degrees and degrees of B.D. do not cover the cost of examination. The total expenditure on examinations for the current year has been £4,533 2s. 1d., the corresponding receipts £3,813 17s. 4d., leaving a balance of £719 4s. 9d. to be met from other sources of income. The question of the increasing work of the external examiners and the possibility of relieving them of some part of it is at present under consideration. The administrative expenses of the University are about £2,300 a year, but in this is included a pension to the original Registrar of £200 a year; the rapid growth of the University's work having rendered its original method of administration no longer practicable, and a reconstruction of its office unavoidable, within ten years of its foundation. The first Registrar had been previously the Registrar of one of the constituent Colleges. The executive business of the University, both administrative and academic, is now conducted by the Registrar and his staff (an academic secretary, a bookkeeper, and a clerk) from the University Registry in Cardiff.

1585. I think there was considerable difference of opinion as to the place at which the Registry ought to be fixed?—There was a very considerable difference of opinion.

1586. Do you think experience justifies the selection of Cardiff?—I think it has proved as convenient as any. No place was very convenient. The business of the University is ordinarily conducted with two meetings of the University Court and two of the University Senate in each year. The Standing Executive Committee meets about five times, the Executive Committee of the Senate about as often, the Theological Board and Senate usually once in the year. Few special committees are appointed by the Court, and not many by the Senate. The aggregate amount of travelling, however, that has to be undertaken in connection with the work of the University is considerable, and the payment in some degree of the travelling expenses of its members was always regarded as an essential condition of its working satisfactorily. Travelling expenses can be claimed under the following Standing Order, which has been in force since 1895: Standing Order X., of payment of travelling expenses:—Third-class railway fares to and from the place of meeting shall be allowed to members of the Court in respect of attendance thereat, together with 10s. for the first night and 5s. for each succeeding night necessarily spent away from home in each such attendance. Claims for such payment of expenses of which notice shall not have been given to the Registrar within one month of the date of the meeting in respect of which they have been incurred shall be deemed to have lapsed. The same rules shall apply to the members of the Standing Executive Committee, of the Theological Board, of the Theological Senate, and other committees of the Court in respect of attendances at meetings thereof. Members of the Senate shall be repaid railway fares incurred in attending meetings of the Senate or of its committees under the same rules as those applying to members of the Court, and in addition an allowance shall be made to members of the Senate of £1 for the first night and 15s. for every succeeding night necessarily spent away from home in each such attendance. May 10th, 1895, p. 6; January 22nd, 1904, p. 4. Many members of the Court do not claim their expenses. The expenditure under the above order amounted in 1906-7 to £411 5s. 1d., of which £160 1s. 4d. was incurred in respect of the Court and its committees, and £251 4s. 7d. in respect of the Senate and its committees. We count the Theological Board as a committee of the Court. £154 5s. 5d. was also incurred in respect of the travelling expenses of the officers of the University. A sum of £100 is annually allowed for the expenses of the Guild of Graduates, but this sum has not so far been reached in any year. Amongst "extraordinary" expenses are included the purchase of furniture or plant, the cost, every third year, of conducting an election of schoolmaster's representatives on the Court, and other occasional items of expense. Of late a small balance has accrued at the end of each year. The practice has been to keep it in hand for 12 months in the event of emergencies, and then to transfer it to the Fellowship Fund. From £250 to £375 is spent annually in the maintenance of research fellowships. The funds for this are provided partly, but to a very small extent, by interest on capital endowment, partly by voluntary annual subscription, and of late years partly from balance on the general account as above stated.

1587. At any given time there are three of those fellowships?—There are two regularly going; one is given each year, and they are tenable for two years. Occasionally a fellowship is renewed for a third year; that makes up the £375.

1588. (*Professor McCormick.*) Of course the existence of that fund is the reason why the University has no capital funds. In talking of your capital funds you only mentioned at the beginning of your statement this half acre of land and building in Cardiff?—Applicable to general purposes.

1589. So this goes automatically after a year into what you call the Fellowship Fund?—It goes, not automatically, but by a vote of the Court; each year it is put to the Fellowship Fund.

1590. I suppose you find that of great service; at least, in our evidence for the Colleges they seemed to think that this research fellowship was a valuable one?—It is a most valuable endowment; we only wish we had two or three times the amount of it.

1591. Just referring to that point, we found also that of the money from the General Funds of the various Colleges a good deal was spent in the way of scholarships?—Yes.

1592. For students entering?—Yes.

19 *December* 1907.] Sir ISAMBARD OWEN, D.C.L., M.D., M.A., Principal H. R. REICHEL, M.A., LL.D., Principal T. F. ROBERTS, M.A., LL.D., and Mr. J. M. ANGUS, M.A. [*Continued.*

1593. I think, was it not at Aberystwyth, between £800 and £900 was being spent?—(*Principal Roberts.*) That would be the total, including grants at the end of each year.

1594. Quite so, from your General Funds?—And any grants for advanced study. It would not be awarded for entrance alone; that would be the entire total.

1595. Oh, yes, quite so. There was between £400 and £500 at Bangor?—(*Principal Reichel.*) Yes.†

1596. And also we had evidence with regard to the advisability, I think it was at Aberystwyth, if possible, of the Colleges not competing between themselves in this way, so that a scholarship, if it were to be held, could be held at any of the Colleges. It just struck me, on looking at your Fellowship Fund there, whether a better way of distributing money in scholarships, if it is to be distributed from the General Funds, would not rather be from the University than from the individual Colleges. Have you any opinion to give as to that?—(*Sir Isambard Owen.*) I have not considered that point in detail.

1597. You see what I mean?—Yes. The fellowships, of course, are given to graduates.

1598. Yes, quite so; still the others are entering the University?—Yes.

1599. You look after the matriculation?—Yes.

1600. And it might be, and I am not sure that it is not, just as much their examination by which the fellowships are awarded?—It is not. The Price Davies Scholarship Fund. This Fund, £6,375, is derived from a legacy, and is applicable only to open scholarships to the University, which are embarrassed by a condition that they can only be held at Aberystwyth or Bangor; they cannot be held at Cardiff. The Eyton Williams Legacy. This legacy, £10,000, has not yet been actually received. It is applicable to scholarships only.

1601. (*Chairman.*) To any kind of scholarship?—Apparently so.

1602. Not merely entrance?—I think it is applicable to any kind.

1603. But your other University Expenditure under this head is to selected fellows or scholars; I mean the University does not give from its Funds any general assistance to people to bring them to the College?—No, not to bring them in, except from the Price Davies Scholarship Fund; which is strictly limited to scholarships to the University.

1604. (*Mr. Ogilvie.*) Entering?—Entering the University. That is obligatory under the will.

1605. (*Professor McCormick.*) You are merely trustees for it?—We are merely trustees for it.

1606. (*Mr. Ogilvie.*) The Eyton Williams legacy, is that open to you at any stage of the work?—I believe so, but there has been a lawsuit about the will, and we have not yet got as far as even being certain that we are to have the money.

1607. (*Professor McCormick.*) It seemed that you had a fair balance this year, in the last accounts, I think, even with a charge of £500 for your law expenses?—Yes; if we recover a considerable portion of those legal costs we shall have had a fair balance on that year; but the year was exceptional, and I doubt if we shall reach anything like that balance in the coming years. There were several exceptional causes that tended to raise the balance for that year.

1608. It is the year 1906-7?—It is the one in the last report; £220 actual balance.

1609. And then £720 if you get back your £500?—I fear we shall not get the whole of it.

† As explained in the note to Sir H. Reichel's evidence (p. 10) at Bangor, £200 of this amount falls not on the General Fund, but on the Evan Thomas Bequest. The total charge for scholarships falling on the General Fund is about £250, which will be entirely removed by the Eyton Williams bequest.

1610. It seemed rather remarkable to me. Perhaps, however, the graduation fees of 1907 are not in that account; are they the graduation fees of 1906?—(*The Registrar.*) The graduation fees of 1906 are in that.

1611. Then 1907 will not be so good as your numbers are not so good; you have a decrease of 30 in Arts, and so on?—(*Sir Isambard Owen.*) No. There was also rather an exceptional receipt from matriculation in that year.

1612. You had a sudden rise in your B.A.'s of 44, from 93 to 137; a rise in B.Sc.'s from 37 to 45, which, of course, would not naturally be sustained next year?—Yes, and not only that, but there are certain items of expenditure that will come in in the current and future years that did not occur in that particular year. For example, the maintenance of our Registry Building, which has hitherto been defrayed out of a special building fund contributed by the Corporation of Cardiff, will now be borne by ordinary revenue.

1613. Do you just sustain calls on that as they come, or do you propose to set up an annual reserve?—For the Registry.

1614. For the Registry; it is just as they come?—No; it is as they come; matters of repairs and so forth.

1615. (*Chairman.*) And the income is sufficient to carry on the business of the University as it is now?—As it is now.

1616. Do you wish to see the income increased?—We should especially like the power of establishing more research fellowships and of consolidating those that we have, which at present depend upon the precarious source of annual subscriptions. We regard the existence of fellowships of this kind as absolutely essential in a University.

1617. Then supposing that the University should be fortunate enough to get a larger income, that is one of the objects; is there anything else on which you think the University could, with advantage, spend money?—I do not know of anything that is so pressing as that. Of course, we do not at present pay at all a high rate of salaries to our officers.

1618. (*Professor McCormick.*) How do the examiners' fees compare with other Universities; they struck me as fairly high?—It is a little difficult to compare them, because the work is rather different. In the University of Wales, we have the three Colleges with their possibilities of varying courses. We have the system of internal examiners from each College, who have to be consulted with by the external examiner; and in the case of the practical examinations there is also the obligation, in some of them at all events, of travelling to Wales and going round the Colleges to superintend the examinations, so that it is a little difficult to make a comparison.

1619. (*Mr. Ogilvie.*) I suppose the examiners have to defray their travelling expenses out of their fees?—Yes, out of their fees; that is provided in the Standing Order; in each case the travelling expenses are mentioned as included.

1620. (*Professor McCormick.*) Of course, the fact, as you say, of the three Colleges makes the expense of examinations much heavier?—Much heavier than if there were only one.

1621. Still, on the whole you have got to the stage at which any addition to your graduates would be a clear gain, or almost a clear gain?—Unless the addition is so great that we have to duplicate the external examinerships.

1622. Yes, that is so?—That, however, we are trying to avoid. We have under consideration the question whether the external examiners could not be relieved of some of the earlier work, the intermediate work.

1623. By an assistant examiner?—They are already relieved to some extent by assistants, but the whole matter has just been referred for consideration by the Standing Executive Committee, and will be fully gone into and talked over. We have no definite method of doing it suggested at present.

1624. But on the whole your staff is complete as it stands, and no additional department would need to be added on account of numbers; the Arts and Science and Divinity examiners are all there; you have everything complete?—Within a certain number of years medicine will have to be added; otherwise I think our list of external examiners is fairly complete.

1625. It is quite likely then, perhaps, that your Medical School, well, at least, the Medical Department of your examining, would not quite meet its expenses?—No; there is hardly a likelihood of that at first.

1626. (*Chairman.*) In five subjects I see there is an assistant examiner?—Yes.

1627. What duties are assigned to him?—(*Principal Roberts.*) I think the ex-Vice-Chancellor could tell better, because Assistant Examiners have come in more within the last few years.

1628. Where there is an assistant what does he take over; I suppose he acts under the orders of the Chief Examiner? We were asking about the assistant examiners; in five subjects there is an allowance for an assistant; the assistant acts under the directions, I suppose, of the Chief Examiner?—(*Principal Reichel.*) Yes.

1629. Is there any rule as to what he may do or does he simply do what his chief tells him?—I think there is a rule. The limitations are rather applied to the external examiner himself; I do not think that he is at liberty to hand over the intermediate work absolutely to the assistant and simply take his results without question. I think he has to satisfy himself as to the standard the assistant has in his mind by looking over a certain proportion of the papers and observing his marking. But otherwise the assistant acts under his orders just as an assistant lecturer acts under those of a professor in the College. (*Sir Isambard Owen.*) The external examiner, I may say, is fully responsible for every detail. The assistant is not recognised at all in the Standing Orders for the conduct of examinations.

1630. (*Mr. Ogilvie.*) The external examiner will practically appoint the assistant?—Practically so; the appointment is always made in consultation with him. It is, of course, very desirable for one thing that the assistant should be in the same town.

1631. (*Chairman.*) I think the Registrar probably has some statements to put before us?—(*The Registrar.*) I do not know, Sir, that I have anything further to add, unless there are any questions to be put to me by the members of the Committee.

1632. (*Professor McCormick.*) Does the University take any cognisance of the students of the three Colleges who are not matriculated?—(*Sir Isambard Owen.*) Only if they are pursuing courses in anticipation of matriculation. Under our regulations, under certain conditions, a student with special qualifications is allowed to pursue courses for one year which will be reckoned in case he matriculates subsequently. The register of these students is very carefully supervised, and they have a kind of provisional status given them by the University.

1633. With that exception, then, each College has an entirely free hand as to any classes it may like to institute and courses it may like to establish previous to a graduation course?—Oh, yes; quite.

1634. (*Mr. Ogilvie.*) Have you formed any personal opinion as to the preponderance of intermediate courses as the highest course in a subject which a student takes with a view to his degree?—Well, that is a matter which the Court has just had under consideration and has referred to the Standing Executive Committee to go into, so that I hardly feel in a position to express any opinion about it.

1635. It is a point which has been considered worthy of some inquiry and attention?—Of attention, yes. Of course, there are great differences of opinion on the subject.

1636. Oh yes; naturally.

1637. Another point that arose, I think, in the Colleges, a University matter, which we understood was under consideration, was regarding your honours department. In some cases it is a single subject, Latin, French, in which a student could take full honours, B.A.?—Always a single subject.

1638. (*Professor McCormick.*) Well, for instance, he took it in philosophy. In Scotland we do not regard philosophy as a single subject any more than we would regard classics as a single subject. We would regard that as a department, including logic, metaphysics, moral philosophy, ethics and so on. It did seem—I think it was one of the professors who talked of the disproportionate character of the subject?—Philosophy in our nomenclature, I think, includes a good many branches of moral science.

1639. (*Mr. Ogilvie.*) The point rather is that it does so and the others do not.

1640. (*Professor McCormick.*) That is my point, that the others are subjects and this a department?—I see your point; I did not quite grasp it. Yes, we have considered each language as a department in which a student may take Honours.

1641. That differs from most Universities. Is there any other University in Britain where one could get honours in Latin and not in classics; Latin which would not include Greek?—(*Principal Reichel*) I thought that was the case in London; I stated so in the evidence I gave at Bangor, but this was not correct; it was in classics. What I had in my mind was that one could get Honours in French, or English, or German, and I believed it extended all through, but I found that was a mistake.

1642. I am not criticising the principle?—Latin seems quite as worthy of Honours as French.

1643. Yes; surely perhaps the better way would be to make it romance philology. I think the matter came up at Cardiff in a talk I had with the professor of philosophy there?—(*Sir Isambard Owen.*) Of course, in the case of Latin, with us you will see that it includes Roman History, which is gone into fairly deeply in the examination.

1644. Oh yes; there are other departments?—(*Principal Reichel.*) There was one point with regard to the standards that I ought to mention, I think, at this stage. I made a statement from memory at the meeting in Bangor when I was speaking as Vice-Chancellor with regard to the case of students of the College who had taken honours in subjects both in the University of Wales and in the University of London. My recollection was that there were five cases, and that in all cases except one the same honours were gained in both Universities; that in one case a first class was gained in the University of Wales, and a second in the University of London, and that all these cases lay in Science. I pointed out that it was possible for a candidate to prepare for the London Degree in Science by attending our courses, but that it was not possible for him to prepare in the same way for the London Degree in Arts by attending our Arts course, because the arrangement of subjects was so very different. But I find that one of the five cases was that of a student in Arts, who, in the University of Wales, gained First Class Honours in French, Greek and Latin in the years 1898 and 1899. He went into the University of London in 1899, and gained First Class Honours in French and Second Class Honours in Classics. He practically took the same subjects, you see. The other four cases were in Science; in three exactly the same Honours were gained in both. But the fourth case was a rather striking one; a candidate gained First Class Honours in Physics in the University of Wales and went in the following Autumn and practically broke down completely and got Third Class Honours in the University of London. It was one of those strange accidents that do happen in the examinations, but I think it right to correct what I said. I was speaking from memory. These are the actual cases. (*Paper handed in.*)

1645. (*Chairman.*) You gave us the main principles that apply to the examination as far as the B.A. was concerned; I should like to know how far the same principles apply in Science. We had it that

the Science Course much more nearly resembles London: In your arrangements for the B.Sc. in the Science Course is the man limited as to the number of Intermediates that he can count?—Yes.

1646. Is it the same limit as in Arts?—No, he must take three Intermediates; he may take four. (*The Registrar.*) There is a difference between the Arts and Science, if I may interpolate. In Science he does not gain by taking more Intermediates. In Arts, if he takes four or five Intermediates, he may save one. It is not the case in Science; in Science he must take so many final courses, although he takes four or five Intermediates.

1647. (*Mr. Ogilvie.*) In Science there is a minimum number of the higher courses?—Of the higher courses, quite so.

1648. (*Chairman.*) Then is there the same rule that he must have one special course?—He must have three final courses; three final courses in the three departments unless one of them is in honours. In certain subjects he can get off with two departments.

1649. Is there any rule as to combination of subjects: if he takes (*a*) he must take (*b*)?—There are certain combinations that count, as they are really three final courses; it is only a difference of wording. He must take three of a number of subjects.

1650. This is all in the regulations, I suppose?—Yes.

1651. I can get at it there; I was only wanting to have it shortly now in case any points should arise for comparison. I was not quite clear myself about what the rules in Science were?—(*Principal Roberts.*) Would you desire, Mr. Chairman, that the facts as to the honours gained in the University of Wales and London by the same students should be verified and put before you?

1652. If you have a statement of that kind, I think we should like to have it?—Yes.

1653. But the number appears to be small?—The number is small.

1654. Nothing very much turns on it; I suppose you will rapidly cease altogether to prepare for London?—I was simply thinking of the point raised by Principal Reichel just now. (*Sir Isambard Owen.*) I seem to remember a case which Principal Reichel has not mentioned, in which a student took first-class honours in the University of London and went in the following year for the University of Wales, and took second-class honours; I remember being told of this.†

1655. That is the very question I was just going to ask, whether there were any cases the other way; I thought it quite likely. (*Professor McCormick.*) As the preliminary examination has been mentioned it occurs to me to ask this; it is my impression—I should like to get it corroborated or otherwise—that we got evidence, I think, in Aberystwyth that there was a number of students who were taking their London Degree rather than their Welsh Degree, because they had no Latin, and the London University did not demand Latin in its preliminary examination; is that so?—(*Principal Roberts.*) That was not stated by me, I think.

1656. No; I think I got it among the students or Professors, but I wanted it corroborated. That is so, is it, that London does not demand Latin, does not make Latin compulsory?—(*Sir Isambard Owen.*) Not in its matriculation. (*Principal Roberts.*) In its matriculation examination, no, it does not.

1657. Indeed, I think I got it in talking with one of the women students at the Hall?—

1658. I asked why they were taking London Degrees, and they said that they had not Latin, and they could not get their degree with you without Latin?—No, that is so.

† One of the candidates for an Assistant Lectureship at Bangor, filled up on Jan. 8th, 1908, was an old Aberystwyth student who had taken Second Class Honours (Greek) in the University of Wales in June, 1905, and First Class Honours (Classics) in the University of London the following October.

1659. Though they could get it at London?—I have observed cases of that kind in which the London matriculation was only equivalent to four subjects in our matriculation, and therefore they cannot proceed.

1660. (*Mr. Ogilvie.*) There has been no movement in the University of Wales to make that optional in matriculation?—(*Sir Isambard Owen.*) Nothing has come before the Court on the subject.

1661. (*Professor McCormick.*) Yes; for the M.A.; it is optional for the B.Sc., is it not?—For the B.Sc., yes; not for the Arts degree. (*The Registrar.*) In the B.Sc. The option for the B.Sc., except in Applied Science, is one that is practically never taken; advanced German is the only option for the pure B.Sc.

1662. Except in Applied Science, Engineering, and Agriculture?—Additional Mathematics, that is taken advantage of, but practically the advanced; only one candidate has taken it this year.

1663. (*Sir John Rhys.*) Are you speaking of the University of Wales or London?—The Welsh University has the option.

1664. (*Professor McCormick.*) I suppose it would be an advantage to all Universities could we correlate in some way the matriculation standards throughout the three parts of Britain. Have you any opinion as to the possibility of a scheme of that kind?—(*Sir Isambard Owen.*) Well, my personal opinion is that examination tests for matriculation are a matter for the Colleges rather than for the University.

1665. (*Chairman.*) That is the Oxford and Cambridge point of view. You will have to begin by converting them before you can do much correlation, will you not?—Certainly, that is so at Cambridge.

1666. (*Professor McCormick.*) I do not quite understand the point?—I mean to say at Cambridge there is no University matriculation examination; each College makes its own regulations for matriculation. That has, to my mind, this advantage, that a College may set a very high standard for its matriculation examination, and may then deal with special cases as they may require. That could not be done very well with a University examination.

1667. A College may dispense with any subject whatever?—Exactly.

1668. (*Chairman.*) I have known a man at an Oxford College knowing practically no Latin and no Greek?—Is that so?

1669. The circumstances were special. The College thought it would be a good thing that he should be at Oxford and that he meant to work?—Quite so.

1670. (*Sir John Rhys.*) Then in some of the smaller Colleges at Oxford, you know, the only examination for matriculation is something just to find out whether he has a chance of passing responsions.

1671. (*Chairman.*) That, again, is entirely a College matter. The College may say, "You must pass responsions before you come up"; and very often do say it?—That is very often done at Cambridge.

(*Professor McCormick.*) Very often your responsions is your matriculation.

(*Sir John Rhys.*) It is practically so at the College to which I belong.

1672. (*Professor McCormick.*) There is an examination which is a University examination during the graduation course. The University guarantees the degree, and a University Degree demands a sound secondary training as its basis; so that I rather differ as to this matriculation. I may say I rather regard the matriculation examination, of whatever kind it is, as a part of the graduating course of the student and a part that has to be guaranteed by the University?—There I should agree with you, but I should prefer to have it as at Cambridge—an examination that may be taken after the candidate enters the University. A candidate who has left school and who is barred out of a University by having failed, say, in one subject in a matriculation examination, by having failed,

let us say, in his matriculation examination, is like a ghost on the banks of the Styx; he has nowhere to go to.

1673. Surely; but I could conceive of a matriculation system, we will drop the word "examination"?—Well?

1674. Of a matriculating system, rather such as the German system, by which there is no question of a student failing, because it is the guarantee from school, and the Education Department who inspect that school, that this man now is sufficiently trained to receive University education in subjects named on his parchment. If we had a co-ordinated system like this it seemed to me that it would be a tremendous saving of pressure on the part of schoolmasters, as well as others, first of all preparing for different examinations with different sets of books, the Chartered Accountants demanding one thing and the General Medical Council demanding another; they are all wishing the same end?—Yes.

1675. And that some co-relation of this kind seemed a necessary preliminary?—My view of a University matriculation examination—of the disadvantages of a University matriculation examination—is also this, that if the University, as commonly happens, has to keep the standard somewhat low in order to make sure that it is not excluding any good students, it sets a false ideal before the minds of the schools, an insufficient ideal of what they ought to work up to. There are many schools in this country—I am speaking of England—there are many schools in England which have an idea that the University of London matriculation examination is the standard of what their top boys ought to know.

1676. It is very unfortunate?—I have seen the London Matriculation passes put up as lists of school distinctions on boards in the hall of a very wealthy school.

1677. This is very bad. Well, that rather is an argument for my suggestion?—Quite; I fully agree.

1678. Would the University Colleges of Wales and the University of Wales, if there were such a scheme on foot, be glad to co-operate?—I am, of course, mentioning only my personal opinions on this point, not any views that have found expression in the University of Wales. (*Principal Roberts.*) You do not mean by that that the requirements as to subjects by each University should be identical?

1679. Oh, surely not?—For instance, our University might continue to insist on Latin, deeming that a necessity of a secondary education.

1680. No, you would get the Reife-prüfung from the Department in the subjects named upon the document, and it is rather a minimum that I would suggest, and every College could place its own minimum above that minimum, that they were not to be compelled to accept them, but demanded something higher?—I think you will find with the table of experience that our matriculation goes a very long way in the direction that you speak of. We had it in view. (*Principal Reichel.*) I have seen worse than the names of pupils put up as having passed the matriculation examination; I have seen the list of the staff of a richly endowed school quite close to this place, at a prize-giving at which I was present, in which, out of about 20 masters, six or seven printed with pride after their names that they had passed the London Matriculation; and there were only about three graduates in the whole list. (*Chairman.*) School teachers want something to put in print.

1681. (*Mr. Ogilvie.*) I think the reflection was on the constituency?—It was the idea of education which prevailed in that school. I thought what would happen to the smallest and feeblest of our county schools in Wales if it had such a proportion of non-graduates on their staff and had advertised matriculation as their standard of attainment for a master.

1682. (*Chairman.*) It is like our poor "failed B.A.'s" in India, who put that forward as a qualification. It is not quite so absurd as it looks, because it gives you there the colleges presenting. The man says:—"At least, I have my principal's leave to go in for the B.A."

The witnesses withdrew.

Mr. OWEN OWEN, M.A., Chief Inspector of the Central Welsh Board, called in and examined.

1683. (*Chairman.*) Mr. Owen, the Board which you represent is constituted by a scheme under the Welsh Intermediate Education Act of 1889?—Yes.

1684. And the Board consists of the Principals of the three Colleges, representative members elected by County Councils and County Governing Bodies as defined in the Act and in the scheme, and a certain number elected by teachers in public schools, and a certain number nominated by the University Court. Then the monies which you are administering include the contributions of the County Councils out of the County Fund and the supplementary contributions of the Treasury?—That is so.

1685. And it also includes any donations or endowments which may be received by the Board. Is it necessary to go into that. Have any donations or endowments been received?—The funds practically consist of the contributions by County Councils, the Treasury contribution, which has been increased to £1,200, and fees which are paid by pupils who are candidates for certificates.

1686. Then what is about the total amount of your income?—About £7,000 from all sources; I have not the actual figure now.

1687. Out of that you have to provide for the inspection and examination of schools?—Yes.

1688. And what other charges are there upon it?—The charges are divided into three sections; inspection, examination, administration. The charges for inspection cover the salaries and travelling expenses of two permanent inspectors and of any temporary inspectors who may be employed. A more complete inspection of about one-third of the schools is undertaken in each year, and for this purpose temporary inspectors are employed as well as the permanent inspectors of the Board. In the Department of Examination we have 22 examiners and 18 assistant examiners for the written part of the examination, and for the practical and oral examinations generally we have 20 examiners, six of whom act on the written side as well as on the oral side.

1689. Does that account for the whole of your expenditure, inspection, examination, and administration?—The Board is also entitled under scheme to arrange for educational conferences, and such conferences have been held from time to time.

1690. How often does the Board meet?—There are two ordinary meetings, one in May and one in November, but the Executive Committee of the Board meet on an average about seven or eight times a year. They have functions determined within the Scheme as apart from the Board. They are elected by the Board.

1691. I presume there has been a considerable increase in the amount of the work of the Board since it was established?—Yes, the work has increased, of course, enormously with the increase in the number of pupils.

1692. How many schools have you?—Ninety-five schools under the Welsh Act.

1693. And those are in all parts of Wales?—Yes, in the 16 counties, that is to say, the 13 counties and the three county boroughs.

1694. Are there any higher schools in Wales that are not under the Board?—Yes, there are secondary schools not under the Welsh Act; some endowed schools, and some municipal schools recently established.

1695. (*Professor McCormick.*) Have they the power of coming under you if they wish?—We have no power at present to examine beyond the 95 schools and schools under the Endowed Schools Act. We have power at the actual cost to examine endowed schools, but it is held that we have no power to examine schools established under the Act of 1902 without an amendment of scheme. We propose to seek power to examine other schools than those included in the present scheme provided we receive an application to that effect from a Local Education Authority.

1696. Much of the value of your work would be, naturally, that it is universal—that it includes all the schools?—Yes, it would tend to reduce the multiplicity of examinations. We desire to establish examinations that will qualify for all purposes.

1697. Where do the other schools find a substitute to yourself in the meantime?—With regard to the municipal schools, I am not in a position to speak definitely. I believe that in some cases they would take, perhaps, the Oxford Local Examinations or the Cambridge Local Examinations until this power is obtained. It is probable that most of them would then apply for the examinations of the Board.

1698. You spoke of your funds. To whom do you present the accounts; is it from the Treasury direct you get the grants or through the Education Department?—We receive the £1,200 direct from the Treasury, and we receive the contributions from the Counties direct from the Counties.

1699. Are they fixed according to requirements?—The original contribution by scheme from the Treasury was £500; it was increased afterwards to £1,200. The contributions from the Counties are derived by a percentage, 5 per cent. upon the actual expenditure of a County under the Welsh Act.

1700. (*Chairman.*) Not more than 5 per cent.?—Not more than 5 per cent.; at present it stands at 5 per cent., and there is also power to levy 2s. 6d. per pupil presented for examination. At present that contribution stands at 1s. per pupil.

1701. (*Mr. Ogilvie.*) Per scholar or per pupil?—Per pupil presented for examination.

1702. For each individual pupil, not each individual paper?—Yes; this contribution really is a power under scheme to adjust, as it were, the requirements. If the 5 per cent. does not cover the requirements of the Board, they have power to go beyond that to the extent of 2s. 6d. per pupil presented for examination.

1703. (*Professor McCormick.*) So you have at present some elasticity in your possible expenditure?—Yes.

1704. (*Chairman.*) I was going to ask the exact meaning of "inspection." There is this inspection once in three years, of which you have spoken; it is on that that the grant of the school depends, I suppose?—We have subsidiary inspections. We visit each school for the purpose of Treasury grant at least once in each year. Two-thirds of the schools are visited in each year for the purpose of subsidiary inspections, and one-third in each year for the purpose of the triennial inspection.

1705. The inspectors are permanent officers of your Board?—The subsidiary inspections are conducted almost entirely through the permanent officers of the Board. At a triennial inspection the two permanent inspectors of the Board and one or more temporary inspectors appear. The idea is that temporary inspectors should be employed who are experts in any particular department.

1706. And where do you find your temporary inspectors?—For instance, at recent triennial inspections we had the modern language lecturer from Girton College, Miss Hentsch, to look into the teaching of modern languages in the schools more especially.

1707. Have you taken them from the University Colleges at all?—They have been taken from England.

1708. Then your examinations; who are the examiners?—There is a list of the examiners on pages 98 to 103 of the General Report. I think you will find that a number of the examiners hold the position of examiners in the various Universities.

1709. Yes, I see. One may take it generally that they are drawn from other Universities in the United Kingdom?—Yes.

1710. (*Professor McCormick.*) As regards inspection, in your examination results or in the recording of passes or failures, is the inspection of individual pupils taken into account at all?—The inspection is directed rather to the investigation of the methods of teaching.

1711. Of the school as a whole rather than the individuals?—And the school as a whole rather than the actual one-third, or approximately one-third, entered for the written examination. The methods of teaching are taken into account, and also questions of administration. It is our hope by combining inspection and examination in one system to correlate the two as much as possible, and to bring the examination into closer touch with the actual work done in the schools. It is not regarded as an external examination in the ordinary sense; it is not quite a school examination because we have to lay down syllabuses of work. I may point out that considerable freedom and elasticity are introduced into the system by the regulations which permit a school to be examined either on the schedule or syllabus which we offer, or, where educationally it may be of advantage, on a syllabus desired by the school. It is generally our desire to bring examination and inspection into correlation as much as possible.

1712. So far as the individual candidate is concerned you are purely an examining body; I mean that you do not take, for instance, such a thing as school record into account?—No.

1713. You do not take the teacher into account?—We have not assigned a value to the school record.

1714. (*Chairman.*) The inspection is a test of efficiency, and I suppose you include in that the buildings, the staff, the methods, and I suppose if the examination results from a school were bad, or if they were falling off you might ask for an explanation of that?—Yes; by means of the examination especially we ascertain a set of facts relating to a school that might be rather difficult to ascertain by means of inspection. On the other hand, there is, one might say, a set of facts that is better ascertained by means of inspection.

1715. (*Sir John Rhys.*) You do not altogether exclude the record, I think, because for a certain examination a pupil must have passed certain other examinations, or is expected to have passed them?—Oh, yes; I took the record in its literal sense, that is to say, any record supplied by the school in the way of marks assigned by the teacher.

1716. (*Professor McCormick.*) Yes?—We do go into the career of the pupil.

1716*a*. Oh! indeed?—We demand, of course, a continuous course of instruction in a subject, or at any rate in a group of subjects to which a subject belongs, of not less than nine terms before they are admitted to the senior certificate examination. Then we call for the senior certificate or an equivalent recognised by the Board before they are admitted to the Honours certificate examination. We have not yet laid down a time limit in respect of the junior certificate, although we do feel that the junior certificate calls for a continuous course of instruction of not less than three years in the ordinary course, while the senior certificate calls for a course of instruction of not less than four years in the ordinary course. It is possible under our regulations to enter for the senior certificate in three years, that is to say, at the end of the ninth term, but we do consider that the senior certificate course requires a continuous course of instruction of four years.

1717. Beginning at what age usually should you say?—I think, in order to successfully organise a course leading up to the senior certificate, we ought to get the pupils as soon as may be after the age of 12. Under nearly all our county schemes they may be admitted at the age of 10, but it will be observed that a very large proportion of our pupils——

1718. (*Chairman.*) We have been taking a formal account of the Board, its resources, and the general nature of its work, and we are trying to get at a full understanding of what you do under the two heads of inspection and examination, and at present Dr. McCormick was asking about the ages of the candidates when the course on the intermediate begins, and that is the point that we have reached just now.

1719. (*Professor McCormick.*) Of course, you do not mean, Mr. Owen, that if the pupil enters at 12, three years would satisfy him for your senior certificate?—We consider that a pupil entering soon after the age of 12 ought to obtain the junior certificate between 15 and 16; and the senior certificate between 16 and 17.

1720. Do they do that at present; is that your age?—I think that is the normal rate of progress. There are pupils who are entered after a shorter course of instruction than that; that is to say, there are several who enter the senior certificate examination after less than four years; and there are also pupils who take more than four years. I should say that the average course is a four years' course for the senior certificate. That is the course we are anxious to establish. We are anxious to establish it as a fact that it does require four years for the senior certificate.

1721. I take it that the meaning of your senior certificate is that it is a guarantee of a sound secondary training, and that the boy has done his school work; is that the meaning of it; or should you prefer to hold them in even after they have passed the Senior Certificate Examination?—We consider that the normal length of our course should be from 12 to 18. Under the scheme, as I pointed out, we are able to take pupils between 10 and 12, but owing to the very considerable proportion of pupils attending our schools from elementary schools, it is not practicable to secure a large number under the age of 12. I may point out that rather less than 5 per cent. of our pupils are under 12, while rather more than 10 per cent. are over 17. Therefore, the school period appears to be from 12 to 18, with exceptional pupils who are able to take up higher work going on beyond the age of 18 under the powers given us under all the schemes under the Welsh Act. The limit of age under the Welsh Act, now universal for all the 95 schools, is 19; that is to say, with the permission of the governors a pupil may remain in school until the 31st of July next following the attainment of 19 years; they are able to complete the year in which the age of 19 is attained. There is really scope for, under all circumstances, a complete six-year course within our present powers.

1722. Yes, within your present powers?—Yes.

1723. But within your present school system and equipment you think that there is. I mean do you consider the schools sufficiently well staffed and equipped to overtake the work?—Yes. Perhaps I may put it in this way: I should say that most of our schools are fully equipped for what we may call the lower honour stages throughout; but for the very highest work I should perhaps say that a smaller number of schools would be equipped for that work. We established the junior and senior certificates in the year 1899, and the honours certificate in the year 1900. I should say that this is a very important part of our work, I mean the higher work we do beyond the ordinary senior certificate standard. Of course, I am only giving my own views of the question. I should say that the conditions have changed during recent years. The University was established about two years before the Board, and I should take it that for some years there was no provision then for even the work of a four years' course on any extensive scale in Wales. I take it now that higher work may be attempted before entrance on a University course; much higher work would be practicable now than was practicable seven or eight years ago.

1724. (*Chairman.*) You have said that the University was two years before your Board, but the University was incorporated in 1894?—Yes, and the Board was established in May, 1896.

1725. That is some time after the Act, I see.

1726. (*Professor McCormick.*) Could you give us any indication of the purpose for which your various grades are designed. I mean what does the junior certificate profess to represent, and is it accepted by anybody?—The main function, I should say, of the junior certificate is that of a school examination, the first entrance upon written work by the pupils in their relation to the Board. It is not accepted extensively for various purposes.

1727. Do you find that boys who have passed it get a preference, say, in office, or anything of that sort; is it of value to the pupils who have passed it?—It is difficult to say, except in a general way, that it has been recognised to a great extent in that way. It would be eminently desirable if it were asked for by those who seek to employ our pupils; it would then encourage a longer stay at school.

1727a. And then as to the senior?—The senior certificate is accepted by a considerable number of public bodies in lieu of various professional preliminaries, and by the University in lieu of its matriculation. It is intended that the senior certificate should represent an extended course of that kind, covering a considerable number of subjects.

1728. You are under no regulations, are you, with regard to making it on an equal standard to the University Matriculation Examination; your relations with the University are entirely voluntary, are they, as to equality?—We applied to the University for recognition and they accept our certificate, subject for subject, in lieu of their own matriculation.

1729. Does that acceptance imply a superiority in your examination or merely a bare equality; that is rather what I was meaning?—I think it is generally considered that the examination by which you secure exemption has to be at least equal generally, perhaps a little harder.

1730. (*Sir John Rhys.*) You mean that the Central Board's examination is harder?—Yes, slightly harder, I should say.

1731. (*Professor McCormick.*) It would naturally be so if the University or its members unofficially had no special knowledge of it, but as we see, of course, a great number of the University Professors are really examiners on your Board?—Yes.

1732. And thus the equality can be more nearly kept than in foreign examinations on which you had to satisfy yourself?—I should not undertake to say that it is harder, except to the extent that we wish to make it quite safe that it is a good equivalent, subject for subject. There is also this consideration, I think, to be borne in mind; the examination is accepted by so many public bodies and they each have their say as to the standard proposed in a particular subject, and the standard has to be equivalent to the demands upon that subject wherever the higher standard may be. That is to say, if one public body required rather more perhaps in a particular subject than the University, then we have to provide that the requirement is met. The tendency of that would be to keep up the standard of the senior certificate so as to render it fully equivalent to an examination of the character of matriculation.

1733. Then your passes are all in individual subjects?—Yes, that is so.

1734. You do not group the subjects and demand an aggregate pass, but demand a pass in each of the individual subjects?—Yes, till now the principle of an aggregate pass has not been considered, but recently a plan for giving a certificate on a high performance in a combination of not less than 5 subjects, with greater freedom as to the distribution of those subjects, has been considered by the Board. The intention is to give the certificate, subject for subject, on the same conditions as in the past, and

to provide an alternative method that would enable candidates who have done exceedingly well in a new combination of subjects to obtain a certificate on that ground.

1735. Have you found whether the University authorities would accept that new scheme as equivalent to their matriculation?—Of course, our system will permit us to give what they require without interfering with the operation of that principle. If they demand subject for subject the pupils will be expected to pass the examination subject for subject, to meet the requirements of the University; that is to say, the pupils will have to pass the examination in such a way as to satisfy the public body recognising the examination.

1736. As you say, there might be a probable difficulty in the University recognising that method of grouping, because naturally the University authorities want to know in what individual subjects the candidate has had sufficient secondary training to profit by its University instruction?—Of course, we have had no experience of this. This is now under discussion, and the pupils who will under this alternative get certificates will only get certificates when they have done exceedingly well in a combination of subjects.

1737. (*Mr. Ogilvie.*) Will they not get certificates for the individual subjects at all?—Yes; the subjects in which they get through will be endorsed.

1738. On the single subject?—On the certificate which is given on the ground of high excellence in a group of subjects.

1739. But supposing a candidate fails to pass in one of the groups, would he get a certificate? Suppose you get a group of four subjects that you say are related to one another which are to be entered on the same certificate, if a candidate has passed in three of the groups and failed in one, would he get a certificate in virtue of the three?—No; we provide that there should be a minimum of five subjects. The conditions with regard to the senior certificate are these: there must be a minimum of five subjects in addition to composition, and they must represent the prescribed sections. The idea would be to allow greater elasticity as to sections provided the minimum of five were secured and a very high aggregate obtained in those five subjects; and the subjects in which the pass standard had been reached would be recorded in every case on the certificate.

1740. He would have shown some qualifications, fair qualifications in every one of the five, and if the qualification in each of the five were not quite satisfactory then he would have had to have more than the ordinary qualification in a certain number to make up for that?—I am afraid I have not made it quite clear. In order to attain the senior certificate a candidate must pass in composition and in at least five of the subjects in Sections A, B, C, D; and these subjects must include at least one from Section A, at least one from Section B, and at least one from Section C. It would be possible under the proposed alternative for a candidate to omit the compulsory one from A or B or C, provided the five subjects in which the candidate passed represented a very high aggregate. This alternative proposal is under consideration; we have no experience of it.

1741. But in each one he would have had to pass?—Yes, and rather more than that, probably a very high pass in each; only a very high aggregate would be considered for this purpose at all.

1742. (*Professor McCormick.*) May I ask, looking at the papers here, Mr. Owen, are there separate papers for the junior and senior leaving student?—Yes; they are quite separate.

1743. Because in the papers here I only see one standard in Latin, although I see two standards for mathematics, elementary and higher?—There are four distinct stages in the various subjects—junior, senior, lower honours, and higher honours.

1744. Have they to get five senior passes to get their senior certificate?—Yes.

1745. They must all be senior?—And there must be one out of each section.

1746. Oh, yes, I know it is the grade?—I mean under Regulation 4, the kind of sections are described on the second or third page.

1746*a*. That is as to the choice of subjects?—Yes.

1747. I quite understand that. I might just mention a question which Mr. Ogilvie put, and which I think perhaps did not get quite a full answer; it is with regard to the working of the University matriculation examination and your own. I quite understand that you do not give a certificate until the whole group of five is passed?—That is the minimum condition for the senior.

1748. But Mr. Ogilvie asked whether if a student had failed in one and passed four, would you give him, not a certificate, but, say, a statement that he had passed in four subjects which might be of service to him in getting through his matriculation examination at the University, so far as these four subjects were concerned?—We give no certificate for less than five, but our five do not correspond to the five of the University. It would take more than five. In the University they group English language and History under the term English, and they include arithmetic and mathematics under the term mathematics. Six of our subjects at present, under the regulations of the University, cover the requirements of the University in full. Mathematics, English language, history, Latin and two others—two optional subjects. Under the present regulations six of our subjects will be equivalent to the five subjects of the University.

1749. Yes; well, but let us take them; supposing the pupil has not that certificate, but has passed four of your subjects which would in ordinary cases be recognised by the University as four of theirs, would they count, although he had not got the certificate? Could you give him any statement that he might carry to the University to save him going in for these subjects again at their examinations?—We should furnish the University with a statement of our marks, but, of course, we should not issue a certificate.

1750. I quite understand that you would not issue a certificate, but do you work into each other in that way, so that the University saves the pupil undergoing a re-examination in subjects in which he has satisfied you?—In practice the University demand a certificate; I think that is so.

1751 *and* 1752. Then your examination and the University's are not so closely related in this case as the relation of the leaving certificate in Scotland is to their preliminary examination. In Scotland, the Scotch Education Department will not give a pupil a leaving certificate, as they call it, unless he has passed his whole group, but they will give him a document which he can take to the University stating that he has passed in the standard required in so and so, and so and so, in certain individual subjects. The student can take that to the University and save himself the necessity of going in at the University for those subjects, and merely take the supplementary subjects which are required?—I may point out that we do not issue a certificate in individual subjects.

1753. Neither do the Scotch Education Department: it is a statement?—Of course, we should always supply to the University the marks obtained by a candidate, and it would be for them to act, if they had power to act in that way.

1754. (*Mr. Ogilvie.*) As a matter of fact, they do not, from what you have said?—The practice is to call for the certificate. (*Professor Anwyl.*) I think Mr. Owen is right. I am not at all sure that there may not have been one or two cases of the kind where the University was supplied informally with the marks; I am not quite sure about it; it is not a practice, it is not a system.

1755. (*Professor McCormick.*) I do not think it needs the marks. I do not think the Scotch Education Department would think of supplying marks to the University, but the mere statement, although having failed to get a group leaving certificate over the whole, that he has passed in three subjects?—It is not done at present, but it can be done. (*Mr. Owen.*) As you are aware, they are admitted to the University with four of the University subjects. Of course, it is quite possible for a certificate of ours to contain four of those subjects.

1756. That has been stopped, has it not?—That is coming to an end; there is only the complete exemption to be taken into account.

1757. Excuse me asking these questions, but of course our interest in your examination is wholly or mainly its relation to the University College system?—The lower honours examination may include four subjects. Pupils may take at the honours stage either three subjects at the highest stage or four subjects at the lower stage. We consider that the lower honours stage of a subject represents one year's work beyond matriculation standard, and that, therefore, it would be in the normal course a five years' course, whereas a candidate starting school, say, at the age of 12 or 12½, would be able to complete the whole course to the highest stage in the requisite number of subjects for the honours certificate in six years. That, I think, would be the normal course. If I may point out, the course for the honours certificate is important for several reasons. Nearly all exhibitions in Wales to places of higher education are awarded by the County Authorities on the results of the honours certificate examination. Furthermore, pupils in the schools have really to cover this ground in order to secure success in the matter of entrance scholarships to the various colleges. There is, I think, a development in a direction which I myself very much welcome. That is to say, professors in the University are able to certify in respect of those who enter the University after passing the honours certificate of the Board that they are able to proceed to the ordinary examination in certain subjects.

1758. (*Sir John Rhys.*) To skip the intermediate; is that what you mean?—Yes. That the intermediate course is covered at the school up to the age of 19. This would free the entire course at the University from the intermediate examination of the University in certain subjects; it would enable pupils to enter at once upon the honours course.

1759. (*Mr. Ogilvie.*) The ordinary?—Yes, the ordinary course, and therefore reach the honours work at the University earlier than would have been possible otherwise.

1760. To what subjects do those remarks apply?—I am referring now, of course, to subjects that are included in our course for the honours certificate.

1761. Namely?—They are in Regulation 28—a list of subjects recognised for the purpose of the honours certificate.

1762. Yes, but as a matter of practice it would be a limited number of those who would be affected to any considerable extent?—The classical languages.

1763. (*Professor McCormick.*) Would you include Greek, if possible?—Yes.

1764. (*Mr Ogilvie.*) In which of those subjects do you think that the good schools might normally expect to turn pupils over to the University with your honours certificate?—I should say in the groups of subjects recognised for the purpose of scholarships at the older Universities—for instance, classics, mathematics, science, and a group including history.

1765. And English?—Yes. (*Professor Anwyl.*) French. (*Mr. Owen.*) Modern languages.

1766. Is there any preparedness on the part of the schools to extend upwards in that direction if they got the opportunity; I mean, if they found a market for their work?—Of course, a great deal has been done already in this direction. The honours certificate examination at the lower honours stage is taken up very extensively in the schools, and the highest work is done by a considerable number of schools at the present time. I might enter perhaps more into detail upon this subpect. We consider that anything approaching, say, 75 per cent. in a group of subjects recognised for the purpose of entrance scholarship by the University ought to meet with success. We find that pupils in higher mathematics, for instance, obtain open scholarships, if they obtain between 70 and 80 per cent. on our highest stage in that subject. In this I am simply observing what has actually taken place.

1767. Has there been any formal or informal expression of opinion on the part of the schools in relation to the propriety of their continuing to aim at that standard as the standard for finishing off the secondary work as against an alternative of stopping short of that, and recognising the work of the intermediate classes of the University as being work beyond what it was proper or judicious for the schools to do?—I think we had a very definite expression of opinion upon the subject from the schools. The honours regulations, in their present form, are the outcome of a conference between the representatives of the schools and the Executive Committee of the Central Welsh Board. I may say that the regulations relating to the honours certificate that were in force last year, and that are now in force for the year now current, and without any material change are proposed for a third year, have been arrived at after a conference, as I have said just now, between the Executive Committee, I believe it was. (*Professor Anwyl.*) It was the Executive. (*Mr. Owen.*) The Executive Committee of the County Schools Association and the Executive Committee of the Central Welsh Board.

1768. And both parties agreed upon this scheme in fact, at any rate?—Yes; the representatives of the schools strongly supported this scheme, and the modifications introduced, which resulted in the present scheme, were largely introduced on suggestions received from the schools. The honours work had been going on in the schools for several years before under conditions that were somewhat different from those laid down in the present scheme. Four subjects at the lower honours stage or three subjects at the higher honours stage are now permissible. This scheme, as I said, was the result of the Conference between the County Schools Association and the Central Welsh Board.

1769. Is there any large number of the schools or any considerable proportion of the schools that would be unable in the near future to work up to the standard which is thus suggested implicitly as being proper for schools to aim at?—I should say that most of the schools; I should fully expect at least 80, if not more, of the schools to be fully equipped for the lower honours stage. As I mentioned before, I think that probably the highest work in every department would not be accessible to that number of schools, although I should expect that even the highest work would be accessible to about 30 schools.

1770. And those 30 would represent more than the corresponding proportion of the pupils, I presume; I mean the 30 schools that would work up to the highest standard would probably be 30 of the schools where the pupils are above the average?—Yes. It would be difficult really to describe the conditions that govern this. In quite a number of small schools the very highest work is being done with success. It represents very often the determination of the head master or an able member of his staff, who is able to give the highest teaching in a given subject. When I say that the highest work would not be quite accessible to all the schools, I mean in all departments. I think that it would deprive a small school of a great deal of the interest in its work where there is a first-class man, say, in history or in mathematics, unless he is allowed to give the highest teaching that may come within his reach in the subject in which he is an expert. Where the difficulty would be greatest with the smaller schools would be to provide that teaching in a number of departments. In one or two departments it would be within the reach of a much larger number of schools than if you were to consider the demands of several departments.

1771. Now one other question on that. The temptation to the teacher—the good teacher—would be to do as much of this highest work as he could. That has a good effect in keeping him mentally alert and alive and in making the work of the school as a whole more interesting. It also has another effect, it tends to make him overwork himself, and hence, sooner or later, become not able to carry on what, for his own sake as well as for that of the school, he should be able to do easily. Have you any observation to offer on that point?—I think that the risk of overpressure springs almost entirely from the attempt to accomplish too much within too short a space of time; I think a six-year course——

1772. Counting from 12?—For the highest work, say, from 12 to 18 or 13 to 19 would obviate the need of pressure in any direction, and would also prevent

immature work, if we could insist upon the full course of instruction. I think the danger of overpressure is almost entirely due to the attempt to rush through the stages in less than the normal period of time that would be necessary on sound educational lines.

1773. (*Sir John Rhys.*) With regard to the higher work done at the schools, and with regard to the size of the schools, I daresay you could give instances of comparatively small schools where the scholars have done excellently. I happen to know, for instance, Machynlleth; what is the state of things there?—For years Machynlleth used to be a school of 60 or 70; between 60 and 80 would be, I think, for years the size of that particular school, and they have done excellent work in the higher stages of subjects.

1774. Do you consider 60 or 70 rather below the larger description of school?—Yes; the average school in Wales now is beyond 100; going on towards 140.

1775. The average?—Yes.

1776. (*Professor McCormick.*) What average teaching staff meets the demand there, with 150, should you say?—I should consider that a staff of nine would be adequate for 150. A number of considerations, of course, have to be taken into account—the sub-divisions that are necessary in a school and the number of separate departments attempted.

1777. I merely meant as an average; you were talking of averages at the time?—Yes; I rather think that nine would be a high average for 150.

1778. (*Mr. Ogilvie.*) The average number of teachers in the 95 schools is something over seven, and the average number of pupils about 130, so that number—nine to 150—is pretty near it?—Yes, I think that nine to 150 would escape criticism, as far as my observation goes.

1779. (*Professor McCormick.*) So that there is no insufficiency, no very marked insufficiency?—No, taking the system as a whole; of course, there are individual cases.

1780. Yes, yes?—And, of course, the insistence upon separate teaching for each year of the secondary school course under the secondary school regulations implies that a small school, however small, must start with a staff of four, and if they attempt honours work in a very small school it must mean a minimum staff of five. That is, perhaps, the only case where considerable difficulty might be felt with regard to an extended course over five years or six years. The tendency was years ago to enter the University at an earlier age than would be the case now. Pupils remain now in school until they have a reasonable hope of not only going through the University, but of doing well at the University. Under the English regulations for secondary schools, the period from 10 to 18 is recognised as the period within which the entire course of secondary work may be accomplished. I should say that in the circumstances of Wales a similar period, or rather from 11 to 19, would take in the entire course which we desire to cover in our work; and if it becomes the rule for our best pupils and for the bulk of our pupils to enter the University at the age of 19, it will be possible to exact, I think, higher work from 19 to 22 or 23 than would have been possible years ago when they entered the University at an earlier age, before the schools began to tell upon the standard of the work generally in the country

1781. (*Mr. Ogilvie.*) Do you know if the schoolmasters have any feeling in the matter of whether or not the Colleges are exercising the power of passing men over the intermediate class quite sufficiently freely?—I am not quite sure that I understand.

1782. Well, the Colleges exercise the power of passing a man over the intermediate class, exempting him from attendance at the intermediate class in a subject if they think he is sufficiently prepared for the ordinary class?—Yes.

1783. Obviously, if the Colleges were to be niggardly in awarding that exception it would be rather against the interests of the schools if the schools want to be doing higher work?—And I should say also against the interest of the University; it would increase the risk of marking time.

1784. Yes, quite so?—If in the particular cases a really high standard has been actually attained.

1785. Quite so. Now what I want to get at is, how far, from the observation of cases which have been under their own cognisance as teachers, the teachers are satisfied that they are getting full value for the standard they bring pupils up to?—I have no evidence of dissatisfaction that has been brought under my observation. It would, of course, be desirable to have a very distinct understanding with the University as to the position of the honours certificate and the place it is to assume in the system. The honours certificate has for years taken root in the matter of county administration for the purpose of awarding exhibitions to places of higher education. It has also become clear to pupils that if they are to be successful in entrance scholarships at the Colleges, they must do well at the honours certificate stage. Some of our honours pupils also have done well at the older Universities. I mention that only because if they are able to attain that standard they will be able to get substantial entrance scholarships at the modern Universities. The competition is recognised to be very keen at the older Universities, and they are able when they have done the highest work to obtain open scholarships at those Universities. I merely mention that as an indication of the standard that the highest work represents, when pupils obtain, as I mentioned before, about 75 per cent. upon the group of subjects recognised for the purpose of an entrance scholarship.

1786. (*Mr. Ogilvie.*) With reference to the maintenance of the standard of honours in its relation to the Universities, is the connection between the University Colleges of Wales and the setting of the examination papers in the honours subjects sufficient to secure the confidence of the Colleges as a whole in the maintenance of the standard?—Of course, there is no formal relation.

1787. No, no; I mean practically?—There is the substantial one that members of the University have been in very close touch all through the years with the work of the Board, and our papers when published are subject to criticism, and we are always ready to observe any criticisms as to standard which may be of help to us in considering the standard in future.

1788. (*Professor McCormick.*) Do you mean that you submit the written answers of your candidates to the inspection of the University authorities?—No, we have not been requested at any time to furnish ——

1789. (*Chairman.*) It is the papers Mr. Owen speaks about: the papers are printed?—The papers.

(*Professor McCormick*) I misunderstood.

1790. (*Sir John Rhys.*) And what percentage of marks have you found them requiring on your papers for a boy to secure a scholarship?—I have found that open scholarships in higher mathematics have been obtained by pupils who on our highest papers reached between 69 and 80 per cent. of the aggregate obtainable, and in classics by pupils who reached between 80 and 83 per cent. Those percentages are within my recollection.

1791. You allude to St. David's College and Jesus?—No; in that particular I allude to open scholarships at Oxford and Cambridge.

1792. (*Chairman.*) Professor Anwyl, you have heard Mr. Owen's statement of facts: I think the Committee would like very much to have any statement that you would like to make about the general policy of the Central Board in its relation to the University?—(*Professor Anwyl.*) Certainly, Sir. I ought perhaps first of all to say that the existence of the honours certificate is due to a variety of causes. First of all, the schemes of the schools allowed pupils to remain on at the schools under certain conditions to the age of 18, and in some cases 19. As it is now, the schemes are all uniform; they were not uniform at the beginning; they are all uniform now, and pupils can stay on to the end of the school year during which they attain the age of 19. But one of the schemes at the commencement of the working of the Board had no limit of age at all for the first 10 years from the date of the scheme—that of Merionethshire. We had to meet a condition of things where there were in the schools a considerable number of pupils above the age

of 16 or 17, and in some cases there were pupils even in the earliest years of the Board who were doing work sufficiently high to compete for scholarships not only at the University Colleges of Wales, but also at Oxford and Cambridge. Well, as far as I remember, the position was somewhat as follows with regard to the honours certificate: The honours certificate was never meant in the commencement for any children but those of marked ability; it was supposed to give a course which would give plenty of work to boys and girls of the very highest ability in the schools, especially to those who at the age of 18 or 19 would be going in for scholarships. Then there was another cause which operated to keep children in school up to the age of 18 or 19, and that was the fact that so many of the pupils in the Welsh County schools could scarcely hope to get substantial scholarships at even the Welsh University Colleges until they had reached the age of 18 or 19. I know the competition at Aberystwyth College is extremely keen. They had to compete with people from England, and in many cases they had to compete with people who had gone some way towards gaining the London degree. It was no uncommon thing for pupils from Welsh County schools to have to compete with people who had already passed the London intermediate examination in arts and science.

1793. (*Professor McCormick.*) Excuse me interrupting, but your scholarships are open not only to those coming from the Welsh schools, but to English candidates too?—At all the University Colleges there are some open scholarships and exhibitions; there are other closed scholarships and exhibitions, but there are no scholarships or exhibitions limited to pupils from the Welsh County schools. Candidates might come from other schools in Wales, or even from other Colleges. Now, in that way boys and girls who had not sufficient means to go on to places of higher education without some pecuniary assistance found themselves obliged in most cases to prepare themselves as thoroughly as possible before they left school, and so they continued to stay on to about the age of 18, and in some cases 19 and beyond that. Those were in the main the conditions which kept children in the schools. And the further condition of things was that all the counties of Wales ultimately decided to award their county exhibitions on the results of the honours certificate, not on the results of the senior certificate. We, as a Central Board, gave the Counties the alternative of awarding their county exhibitions either on an aggregate as the result of the senior certificate examination, or on the honours certificate. I believe I am right in saying that all the Counties elected to award their county exhibitions by means of the examination for the honours certificate. I think that is right. (*Mr. Owen.*) Yes, almost without exception. Some of the exhibitions are still reserved for senior candidates in Pembrokeshire. (*Professor Anwyl.*) That still goes on; so, in practically all cases it was the honours certificate examination that the Counties chose as the test. Now at first there was only one higher honours stage in all subjects, but in some subjects there was a lower honours stage, and in other subjects a higher senior stage, and what has been done now has been to have two stages of honours, a higher honours stage and a lower honours stage in all subjects. At one time, too, the maxima assigned to the various subjects in honours varied according to the supposed difficulty of the subject, but for some time now—for a year or two, at any rate—in consequence of considerable pressure from the Counties to make the standard uniform in all subjects, we have the same maxima for all subjects at the honours stages. It is through causes of that kind, for the most part, that the schools have come to work to such an extent for stages beyond that of the senior certificate. For my own part I should not like to see anybody entered for the higher honours certificate unless he showed ability of quite an exceptional kind, and I believe it was the intention of the Board in instituting an honours examination that boys and girls of mere average ability should not be encouraged to enter for the honours certificate.

1794. (*Sir John Rhys.*) I suppose the action of the County Councils in attaching their exhibitions and scholarships to that examination tended to counteract that?—There was otherwise a risk of tempting the schools, I think, to send in a certain number of candidates for these county exhibitions merely to give them a chance of competing when in some cases they perhaps had not very great ability, but the Central Board is doing its best to discourage the entering of candidates for the honours certificate unless they have shown at the senior stage that they have really marked ability. Of course, we cannot bring these things about in a very short time, but that is the aim we have before us.

1795. Part of the work of the Board is to guide the managers in that and other ways?—Yes, to see that there is a proper qualification of teachers and pupils and an economical arrangement of work in the schools so far as the teaching is concerned.

1796. You will be able to say, I think, how much of the time of the executive is given in that way to helping the schools to carry their work on to the best advantage?—Perhaps I might be allowed to say that there is a Sub-Committee of the Executive Committee which has to deal with the entries for honours certificates and with the honours time-table in order to see that the candidates who enter for the honours certificate are suitable candidates, and also in order to see that if a subject is offered in a school at the honours stage, adequate time can be given to it. I ought perhaps to say further, with regard to the work in the University of candidates who have taken an honours certificate, that as things are now it is only students who are going to take honours at the B.A. stage that are allowed to skip the Intermediate, and that only in two subjects. They must be honours' candidates in the first place, and in the second place they are not allowed to skip the Intermediate in more than two subjects, and they can only do so after examination in those two subjects by the heads of the departments, who must be satisfied that the candidates are up to the intermediate stage.

1797. (*Professor McCormick.*) You do not accept the mere fact that they pass in honours?—No; the regulation of the University does not allow that without an examination. The examination generally taken for the purpose is the scholarship examination at the College; that is the entrance scholarship examination at which most of the candidates of this kind compete.

1798. So that your entrance scholarship examination is very similar to the Welsh County Councils for their scholarships in the honours standard?—Of course, the Colleges have their own separate entrance scholarship examinations, and I do not think the systems are quite the same at all three Colleges.

1799. No, but it seems that your scholarship examination is in an honours standard similar to the Welsh Boards, because you accept that examination as relieving the students from the intermediate course?—I should think that in all three Colleges the scholarship examination would be of the normal honours standard because of the type of candidate who enters.

1800. Do you think that it is better having an honours standard for a competitive examination than taking just the higher percentage in an ordinary examination. Do you find that the one is better than the other?—I think it has been felt by the counties and by the schools that, for scholarship purposes, in the case of those who are going to enter the University, it is important to test ability in a limited number of subjects in order to show that they will ultimately be able to specialise with advantage.

1801. You referred us to the limitation under which they can use this privilege of skipping the intermediate course. Of course, if anything like the majority of your students were coming up thus equipped, naturally your regulations might be changed to meet this higher limit of previous secondary education?—Yes, that would be for the University to change the regulations.

1802. Quite so, that is the University?—Yes.

1803. You would naturally begin where the majority of the secondary schools left off?—Yes.

1804. To avoid duplication there must always be a certain no-mans-land between, I suppose?—Yes, but on the whole I think we, as a Central Board, like to

see the schools using their staffs as economically as possible, and not attempting too many of the honours subjects at the higher stage, and if they attempt honours at all we desire that they should attempt honours with pupils of the right ability; that they should not waste their time in trying to teach pupils who are not really of a high standard.

1805. (*Sir John Rhys.*) And that you ascertain from their number of marks in previous examinations?—Yes, the process is this; we have the entry forms of those who are going to be entered for the honours stage, and then in the case of all the candidates we inquire what they did at the senior stage, and if the number of marks gained at the senior stage seems low, even if they have passed, we generally make enquiries to see whether anything more can be said as to the capacity of those pupils than appears on the face of the record.

1806. To justify their entry?—To justify their entry for honours. This was done last year for the first time; it is being done this year, and we hope it will be of service to the schools.

1807. (*Professor McCormick.*) With regard to those only of marked ability going forward to honours, of course, it would naturally be expected that those who are going forward to the University as the consummation of their education would be of this marked ability?—By "marked ability" I did not mean the person who would become simply a pass student at the University, but someone who might be expected to take first or second class honours in some subject or subjects.

1808. From your experience of the examination of the Central Welsh Board, where of course you deal with many who are not going forward to the University I suppose?—Yes.

1809. What is your impression as to the University getting the best school material. I mean, is there much really first-class stuff going past them, many who take a good position in the Central Welsh Board examinations who do not go to the University?—Well, the system has not been worked so very long, for about 10 years, but my impression is that most of the boys and girls of real ability, if they manage to enter the secondary schools at all do ultimately go to the University. It is my impression that there are not many cases of leakages of people of marked ability. There may be a few cases now and then of people who fail to go on owing to insufficient means or some other cause, but on the whole I believe the University does get a very large proportion of the pupils of real ability in the schools. I ought rather, perhaps, to say the Universities, because a certain number in every year, two or three, go direct to the older Universities.

1810. I have heard it expressed, not in Wales, but certainly in Scotland, that we are not getting the brains of the country in the Universities somehow or other. I do not say that we are not getting those who stay in the secondary schools until they get the leaving certificate, but the best brains of the schools, the teachers tell us, are going off before they come to the stage of the leaving certificate simply because they won't stand this long grind, and entering life earlier in other ways?—Not I think in Wales, if I may say so, but perhaps I ought to make this distinction. In the rural districts of Wales there is a very strong temptation for people of real ability to stay on at school, and to obtain a career by going through the University, but in the industrial districts, in Monmouthshire, for instance, and perhaps to some extent in Glamorganshire, a great many boys certainly are tempted to go into business in the hope of earning money sooner, say at the age of 15 or 16. I think there is a difference there.

1811. Who would have turned out good stuff for the Universities had they remained?—It is quite likely they would have done so in some cases. In Monmouthshire, for instance, I have been told that in some of the schools they have some difficulty in keeping the boys, but several of the girls stay on, especially those who are becoming teachers.

1812. (*Mr. Ogilvie.*) Of course, it is conceivable that many of those able boys who follow other avenues than the University, may find in those other avenues opportunities for education, formal and informal, which may turn their abilities to full advantage for the State as well as for themselves?—Oh, I quite think that; but it is rather soon yet to discover the effect of it. I have no doubt a great many do.

1813. (*Sir John Rhys.*) What would you say as to the character of the pupils from the agricultural districts generally?—Well, I think they are people who have a considerable amount of grit. There are so many instances of people from the agricultural districts, for example, from Cardiganshire and some of the other counties who have got on, that it is a temptation to others to go on in the same way; that is to say, to go on through avenues of learning such as the University. I was very much struck—I was travelling to-day with an inspector of schools—to be told by him that in one rural parish, the parish of Llanuwchllyn, there were, I think, 35 boys going to the intermediate school at Bala. I have no doubt that their desire to go on to a secondary school, and probably to the University later on, has been largely stimulated by the fact that from that very district some well known Welshmen—the Chief Inspector of Education in Wales and his brothers—had come. The pupils have examples before them of men who have got on in that way, and that has suggested to them that they may go and do likewise. That has been to a far greater degree the case in the rural districts of Wales hitherto than in the industrial, partly because people are better known to their neighbourhoods in agricultural districts than in the industrial districts, where the population is newer. There is also a tradition in connection with the Welsh Sunday schools, and so on, of a certain amount of discussion which stimulates thought, and also in connection with the literary meetings that are held, the idea of competing in composition is one that is very prominent in such districts. There are various agencies like that quite outside the centres of formal education that stimulate the mind, and lead ultimately to people taking an interest in knowledge and going on with it. It is very rarely that you find anything analogous to that in England. I have lived in England a great part of my life; there I do not think you get anything of quite the same nature; there education is more formal.

1814. Are you alluding to the Sunday school and the literary meetings, and that sort of thing?—Yes, I was alluding to a number of meetings which are quite common in Wales. There is the Sunday school, which is for adults as well as for children; there are the reading societies that are held in connection with some of the places of worship; there are also the competitive meetings that are held in practically every district in Wales, and where prizes are offered for composition. Well, a boy or girl gets an idea of the possibility of composing and doing literary work in that way, and that causes the parents in the Welsh country districts to be in sympathy with learning to a great extent, and there is no discouragement of any boy or girl who takes advantage of the formal means of learning: I mean the neighbours are not at all tempted to criticise the parents for allowing the child to go on, because it seems quite a natural thing to them that a boy or girl should go to a secondary school, and afterwards to the University, and acquire knowledge and find a career in that way. It is a sort of general sympathy with knowledge that shows itself in Wales.

1815. What do you regard as constituting the stimulus to thinking, to mental discipline, in these things?—Historically I have no doubt a good deal of it is due to what we may call theological discussion. It has begun with that, and has led in some cases to an interest in philosophical questions; since theological questions are connected with philosophical questions, and perhaps along with philosophical questions there has developed an interest in literature. It is very difficult to define the exact stimulus, but things work in that way to a great extent.

1816. You are now alluding chiefly to things conducted in Welsh?—Yes, I was thinking entirely of the Welsh community. I do not think you get much of that in the English parts.

1817. And how do you consider that Welsh leads up to English?—English, of course, is learned as a foreign language in the elementary schools, and in some elementary schools a pupil acquires a very sound knowledge of English where the teacher is a competent teacher. Then children go on to the secondary school, and as their English is, for the most part, of a literary kind, and not merely colloquial English with a good deal of slang mixed with it, they begin to take an interest in English literature. I think Welsh children take very kindly to English literature in the Welsh County schools, so far as I have observed. I think the Central Welsh Board Examiners have pointed out several times that the worst English in the papers has not come from the Welsh-speaking parts of Wales; it very often comes from the borders.

1818. The borders to which the denominations send missionaries from Wales?—Well, I do not quite know.

1819. They used to?—The border counties, where Welsh has been lost, and English has not been learned thoroughly. There are some districts of that kind.

1820. Very much so; Radnorshire and parts of Breconshire?—And parts of Montgomeryshire.

1821. And Montgomeryshire, too?—Some parts.

1822. You do not consider that they have got a grip of the sort of English that leads to any intellectual life?—No, not in all cases; of course, there are exceptions even in those districts, but there is not quite the same intellectual life that you get in the other districts where the Welsh language is more living, partly because they have lost one tradition and have not taken up another.

1823. (*Chairman.*) Mr. Vice-Chancellor, would you like to say anything on the questions we have been discussing this afternoon?—(*Principal Roberts.*) No; I do not think so.

1824. (*Sir John Rhys.*) Perhaps one of these gentlemen would touch upon the question of inspection and examination by the Board?—I might, perhaps, just say on that that I think that the system of the Central Board is one that is capable of adapting itself to any modification that experience may dictate. At the present time the inspection and examination of these schools is in the hands of the same authority, and that authority represents the whole of the local colleges in Wales. Already the examinations of the Central Board have done away with a very large number of external examinations to which Welsh pupils used to be submitted, to the great detriment of education in the schools by their mere variety and similar multiplicity. Great simplicity has been the result of these certificate examinations of the Central Board in comparison. The question now appears to me to be whether it is not possible to make a still further advance by a closer adjustment of inspection and examination; say that, for example, the oral examinations that now take place as parts of the certificate examinations might be carried on by the Inspectors of the Board in the discharge of their duties as inspectors.

1825. (*Mr. Ogilvie.*) Of what Board?—Of the Central Board. The result of that would be that, with greater elasticity, a closer adaptation of the test to the conditions of the school I believe it would enable the Central Board to test the point of over-strain that has been referred to in the course of the Chief Inspector's evidence, to test the danger from that source much more accurately than if you took examination and inspection separately, and, I think, further, that it would be quite possible to adapt a system which would allow the teachers in the schools to have a part in the decision on the credit to be given upon the standard attained generally by the pupils in the schools. And those results, Sir, I think, would follow from the fact that there is already in existence an authority like the Central Welsh Board which combines in its own hands the powers of inspection and examination. (*Mr. Owen.*) Perhaps I might say, on the question of the inspection mentioned by the Vice-Chancellor, that the present procedure is this: We enter the schools; we do not profess to examine the schools, but we are not precluded from examining in particular cases where we think that that is the only way to which we can get at the necessary facts. In the past, inspectors have taken no part in what may be called the annual examination; that is to say, if they examine at all it is done for the purpose of inspection and not for the purpose of examination. I merely mention that that has been the practice. It is done for the purpose of inspection only, and not for the purpose of examination. (*Professor Anwyl.*) It would be quite easy for the Central Board to consider proposals such as those suggested by the Vice-Chancellor if they are brought before it; in fact, we had a proposal not long ago to substitute for individual oral examination in modern languages inspection of the methods of teaching in those languages. The oral examination for stages below the Honours stage has been dropped for this year, but the Board decided at its last meeting to continue the oral examination next year. There is nothing to prevent us from reconsidering the question later on.

1826. (*Professor McCormick.*) I suppose the main function of this senior certificate and the higher certificates of your Board is that it is accepted as an equivalent to the matriculation examination of the University?—Yes; the matriculation examination and a number of other professional examinations, and also the Board of Education examination for intending teachers.

1827. Therefore, any changes which you made in your methods, such a suggestion as taking the schoolmasters' record of these pupils' progress and so on, as an element in the examination would have to be approved by those bodies for whom you work?—Oh, certainly; we should never dream——

1828. I have no doubt that that would be so?—(*Mr. Owen.*) When the question was raised earlier as to record I pointed out that I meant a record of a different kind, rather than the record kept at the school. I may say that we do contemplate some movement in this direction. For my own part I scarcely think it will ever be practicable to admit the teachers into a share in anything like setting actual questions. (*Professor Anwyl.*) No. (*Mr. Owen.*) But I think where progress may be steadily maintained is in getting more information on the lower stages of the work prior to the written stage, so that we may receive, not merely the syllabus that is usually sent in as a part of the curriculum, but an extended syllabus that would bring the examination in a subject into the closest possible touch with the work actually done prior to the written examination stage. That, I think, we have every hope of accomplishing to a far greater extent than was practicable in the earlier years of our system. (*Professor Anwyl.*) Perhaps I may be allowed to supplement what the Chief Inspector has said on that head by saying that some years ago we took steps to try to make the course of study the prominent part of our work rather than the mere examination on it. In our own regulations we say that there must be an organised—I forget the exact words now—an organised course—(p. 21 or 22)—and we appointed a Sub-Committee at the last executive meeting to consider the question of work below the junior stage so as to have the lower work of the schools fully considered. The Central Welsh Board in one of its Reports says: "With adequate financial resources an effectively organised course of instruction extending over an adequate period of time, schools may accomplish all that is expected of them on sound educational lines, over-pressure will cease, and immature work will disappear." We want to lay down the principle that the thing of first importance is the course of study rather than the mere examination.

1829. (*Chairman.*) Eight terms; how many terms are there in the year?—There are three terms in the year.

1830. (*Mr. Ogilvie.*) I suppose in all matters of that sort you co-operate with the Education Department?—Oh, yes, we have done so from the very beginning; with the Charity Commissioners first of all. (*Mr. Owen.*) I may say the eight terms are reckoned up to end of the spring term, the complete course for that

examination under that clause would be three years; it is in the summer term that the examination actually takes place.

1831. (*Sir John Rhys.*) With reference to the Welsh Education Board, is there anything that you are at liberty to tell us with regard to the question of adjusting the spheres of work of the Education Board and the Welsh Central Board?—(*Professor Anwyl.*) No, I do not think there is anything I can say now. I have not thought of it in connection with this Committee; it is still under consideration, and it hardly affects our relations with the University at all. We have been co-operating with the Board of Education all these years and we are anxious to do so as far as we can in the future, but as to any precise arrangements, I do not think I can say anything with advantage now.

1832. (*Professor McCormick.*) Of course, it would be a great matter if you could get powers to extend your examination for the whole educational system of Wales, would it not?—Yes; by our own scheme endowed schools outside the Welsh Intermediate Education Act can apply for inspection and examination at cost price, and some cases have arisen of that, but as it happens the scheme does not allow the schools other than endowed schools to make that application, and the type of municipal secondary school that has arisen since the passing of the Welsh Intermediate Act was hardly contemplated then; there is no reference to it in the Central Welsh Board's scheme, but we have already applied to the Board of Education for an amendment of our scheme, to include those schools.

1833. That is very important?—It is purely voluntary, that is in case the Local Education Authorities apply. We are not asking for compulsory powers to examine or inspect those schools, simply for powers of inspection and examination in case they ask us to do so.

1834. (*Sir John Rhys.*) And the best of them would find it to their interest probably to get a good report from your examiners?—Well, I think they would rather like to be on the same footing as the other secondary schools in Wales.

1835. (*Professor McCormick.*) In a parallel instance one might say at the institution of the leaving certificate in Scotland no private school, of course, could be compelled to come in. I do not think there is a private or independent secondary school left in Scotland now which is not examined by the Education Department and which does not send its pupils for the leaving certificate?—(*Mr. Owen.*) I expressed earlier my impression that most of the schools would ultimately come in if we had this power which we now seek.

1836. It seemed to be a very important thing for the Universities that you should have it right through, because I suppose it would be admitted even by them that your examination, which would include inspection and record, would be better than a mere written examination which would be alone possible for the University?—(*Professor Anwyl.*) We work on the most cordial terms with the University of Wales in these things.

If no witness wishes to add anything we might break off there.

The witnesses withdrew.

Adjourned.

LIST OF APPENDICES.

PAGE

1. LETTER OF WELSH MEMBERS OF PARLIAMENT to the Chancellor of the Exchequer, with Appendices, setting forth the needs of the Colleges - - - - - - - - - - 105–109

2. REPORT OF THE SPECIAL COMMITTEE OF THE THEOLOGICAL BOARD, University of Wales, on certain Theological Colleges - - - - - - - - - - - - - - - - - - 109–114

3. UNIVERSITY OF WALES.

Tables showing—

(a) Number of Graduates admitted since the beginning - - - - - - - - 114
(b) Degree Examinations, 1907. Percentage of Passes in the several Departments and Grades - - - - - - - - - - - - - - - - - - - 115
(c) Honours awarded to Graduates from the beginning - - - - - - - - - 115
(d) Degree Examinations, 1907. List of External Examiners - - - - - - - 115

4. UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

(a) Statistics of Students, 1891–1907 - - - - - - - - - - - - - 116
(b) Number of Students pursuing Degree Courses of the University of Wales in the various Departments in the Session 1907/8 - - - - - - - - - - - 116
(c) Number of Students pursuing various courses in the Agricultural Department during Session 1907/8 - - - - - - - - - - - - - - - - - 116
(d) Number of Students who passed Degree Examinations of the University of Wales in the various Departments in the years 1903–7 - - - - - - - - - 117–118
(e) Analysis of Graduates from Session 1901/2 to 1906/7 - - - - - - - - 118
(f) Degrees of the University of Wales gained by Students - - - - - - - - 118
(g) London Degrees gained by Students 1891–1896 inclusive - - - - - - - - 119

5. UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.

(a) Localities from which Students come - - - - - - - - - - - - 119
(b) Number of Degrees obtained during the past five years - - - - - - - - 119
(c) Average annual number of Students in regular daily attendance during past five sessions - - - - - - - - - - - - - - - - - - - 120
(d) Numbers of Students pursuing University courses - - - - - - - - - 120
(e) Occupations of Parents of present students, 1906/7 - - - - - - - - - 120
(f) Various vocations now pursued by old Students of the College - - - - - - 120
(g) Ages of the new Students admitted in Autumn term, 1907 - - - - - - - 121
(h) Number of Students from opening of the College - - - - - - - - - 121
(i) Number of Students of the College who have obtained First or Second Class Honours, and who have taken the Degree of M.A. - - - - - - - - - - - 121

6. UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE, CARDIFF.

(a) Statement showing for Arts degrees awarded in 1907 the qualifying courses - - - 122
(b) Ages of Students taking Degree courses - - - - - - - - - - - - 122
(c) Annual average number of Students in regular daily attendance during the past five sessions - - - - - - - - - - - - - - - - - - - 122
(d) Total number of Degrees obtained during the past five years - - - - - - - 122

7. ACCOUNTS OF THE COLLEGES.

(a) University College of Wales - - - - - - - - - - - - - - 123–127
(b) University College of North Wales - - - - - - - - - - - - - 127–134
(c) University College of South Wales and Monmouthshire - - - - - - - - 135–138

WELSH COLLEGES COMMITTEE.

APPENDICES.

1. LETTER OF WELSH MEMBERS OF PARLIAMENT TO THE CHANCELLOR OF THE EXCHEQUER,

SETTING FORTH THE NEEDS OF THE THREE COLLEGES.

(*Reprinted at Cardiff, 6th November*, 1907, *with the Cardiff figures for* 1905–6 *amended, and those for* 1906–7 *included.*)

Sir,—In accordance with your request, we have communicated with the authorities of the three Welsh University Colleges, and beg to lay before you the information we have received.

1. The colleges are prepared to accept quinquennial inspection, provided that one at least of the inspectors be a person who has special knowledge of the educational circumstances and needs of Wales, and who is not a member of the Council or the Senate of any one of the three colleges. It may be pointed out that an important part of the higher work they may be expected to do and are, so far as their means permit, engaged in doing, is concerned with the language, literature and history of Wales.

2. They desire at the same time that the following modifications be made in the conditions laid down in the Treasury Minute, so far as they themselves are concerned.

(*a*) That, in estimating the total increase of grants to be given to the Principality as a whole, attention should not be confined to colleges situated "in great centres of population," but that the special conditions affecting higher education in Wales be duly taken into account, such as the dearth of endowments, the lack of sufficient State recognition in the past, the exceptionally heavy charge on the rates in respect of secondary education, and the poverty of the classes from which the majority of the ablest Welsh students are drawn.

(*b*) That the comparative lowness of the fees charged in the Welsh University Colleges be not allowed to have the effect of reducing the grants which would be made to them if their fees were on the same scale as those in the English University Colleges.

The fees in the three colleges are practically identical. Each student attending full courses is charged £10 composition fee, £1 registration fee, and, in the case of students taking natural science, a further sum of £3 or £4 for laboratory expenses. The fact that it is impossible in Wales to increase these fees, the bulk of the students being drawn from the working classes and not as in England from a comparatively prosperous middle class, should in equity be regarded as a reason for increasing rather than for diminishing the aid given to the Welsh colleges by the Treasury. It should also be remembered that the large majority of the students have, in addition to paying fees, to maintain themselves away from home during their University course. All the circumstances considered, it can, with confidence, be maintained that the sacrifices made by Welsh parents in order to secure University education for their children are in general greater than those which English parents are called upon to make.

(*c*) That in view of the keen desire of elementary teachers in Wales to secure the advantages of a University education, and the fact that all King's scholars admitted to the colleges are required to matriculate before entry, and to pursue degree courses,* due account be taken of this class of student in estimating the University work of the colleges.

(*d*) That in estimating the claim of Wales for a further Treasury grant, the present grant of £12,000 per annum be regarded as a fair equivalent for the superior educational endowments of England, at the time when the original grants were made to Wales.

While recognising with gratitude the fact that this grant has rendered it possible to extend to Wales the advantages of University education, we would respectfully point out that it was originally made in view of the comparative poverty of the Principality in educational endowments, as pointed out in the Report of the Departmental Committee presided over by Lord Aberdare in 1881; that it was intended to place Wales on the same level as regards provision for higher education with the various districts in England at that time; and that since then, grants to the annual amount of £100,000 have been made to the English University colleges, whereas no corresponding additional aid has been extended to the Welsh University colleges, though their original grants have long since become wholly insufficient to meet the demands caused by a growth of work which has surpassed all expectation.

We think it has been thus shown that the application to Wales of the conditions laid down in the Treasury Minute, without the modifications above indicated, would be inequitable.

We further suggest that the basis on which inspection should be founded should be the nature and extent of the work of a University character done by the three Colleges, as shown by, *e.g.*:—

(*a*) The number of students.

(*b*) The number taking Honours and Pass Degrees.

(*c*) The number taking University or College Diplomas.

(*d*) The number of the staff.

(*e*) Its adequacy to the work to be performed.

(*f*) Any additions to the staff urgently needed.

(*g*) The nature and the amount of the research work undertaken by (1) Teachers, (2) Students.

The urgent needs of the three colleges are set forth in the accompanying statement, which, for convenience, has been arranged in tabular form. It will be observed that a large proportion of the increased expenditure proposed is allocated to raising the salaries of the teaching staffs. This need is at once the most urgent and the most obvious. In the English University Colleges salaries have for several years past been steadily inclining upwards, and £600 per annum seems to be now virtually accepted as the minimum figure for a full Professorship. We submit that the average salary on which the Welsh Colleges may reasonably hope to secure and retain the services of first-rate men cannot be placed lower than £500 per annum. If to the total increase thus involved be added the charges for the new chairs and lectureships urgently needed, and for a more adequate provision of books and scientific apparatus, it will be seen that the great bulk of the additional expenditure contemplated is accounted for, and that the portion assigned to administrative development is comparatively insignificant. No reduction of the figures under the various heads would be possible, we are convinced, without a sacrifice of efficiency which would impair the future status and value of University education in Wales.

In respectfully urging, therefore, as we venture to do, that the total amount of the present Treasury grant of £12,000 should be doubled, we submit that we are making a strictly reasonable request, and we would point out that the granting of it would still leave ample scope for those private and local benefactions which the Treasury naturally desires to encourage, and from which Welsh education has benefited so signally within recent years.

* In Bangor this provision comes into operation in October, 1907.

[APPENDIX (i).]

TABLE showing the needs of the three Colleges.

	Aberystwyth. £	Bangor. £	Cardiff. £
(a) Professors:—			
1. Increase of present salaries to £500	3,015	2,130	3,150
2. New Professorships urgently needed at £500	895	1,000	1,230
(b) Heads of Departments who are not Professors:—			
1. Increase of present salaries to £250	140	100	460
2. New Lectureships urgently needed at £250	565	640	250
(c) Assistant Lecturers:—			
1. Increase of present salaries to £150	345	250	1,275
2. New Assistant Lectureships urgently needed	1,050	675	300*
(d) Administration:—			
1. Increasing salaries of Principals to £1,000	240	150	—
2. Registrar, Clerks, Curator of Museum and Librarians (additions to salaries and increase of staff)	525	570	550
(e) Increase of Library Grant to £30 per Department	540	420	750
(f) Increase of Laboratory Grants	300	300	600
(g) Museums	200	200	300
(h) Encouragement of Research	300	300	300†
	8,115	6,735	9,165
SUPPLEMENTARY.			
1. Increase of salaries of Senior Assistant Lecturers to £250	423	310	700
2. Salaries of Medical Professors when full School is established	—	—	2,000
3. Estimated Annual Grant towards establishment of New Departments:—			
(a) Fisheries and Forestry	500	250	—
(b) Higher Commercial Department	—	—	500
(c) Department of Law	—	—	500
	£9,038	£7,295	£12,865

* Cardiff has added six additional assistant lecturers to the Staff during the past two sessions, otherwise this item would stand at £1,200.

† This does not include the urgently needed research work in Mining.

[APPENDIX (ii).]

TABULAR STATEMENT showing the number of Departments, Staff, Students, Income and Expenditure, &c., in each of the three Colleges.

	1902–3	1903–4	1904–5	1905–6	1906–7
1. (a) *Total number of Registered and Regular Students:—*					
Aberystwyth	432	448	464	430	
Bangor	271	292	299	300	
Cardiff	442	466	485	507	519
(b) *Total number of Students not included in above, attending Courses in College:—*					
(1) Single Courses:—					
Aberystwyth	8	5	3	3	
Bangor	32	29	24	17	
Cardiff	73	90	66	62	60
(2) Short Courses (of not less Six Weeks):—					
Aberystwyth (Law: Agriculture)	38	27	42	51	
Bangor (Agriculture)	18	9	14	13	
Cardiff (Hygiene: Midwifery)			205	71	94
Do. (Mining, Summer School)			51	68	57
2. *Number of Students proceeding to Degrees or to University or College Diplomas in University subjects:—*					
(a) Degrees:—					
Aberystwyth	405	398	413	391	
Bangor	192	221	220	228	
Cardiff	314	374	410	450	438
(b) Diplomas:—					
Aberystwyth	20	19	16	17	
Bangor	13	12	10	16	
Cardiff	38	38	35	48	74

[*Continued.*

	1902–3	1903–4	1904–5	1905–6	1906–7
3. *Number who have graduated* :—					
*(a) University of Wales :—					
Aberystwyth - Pass	28 } 61	32 } 69	38 } 75	16 } 65	
Aberystwyth - Honours	33	37	37	49	
Bangor - Pass	14 } 36	27 } 41	28 } 53	17 } 40	
Bangor - Honours	22	14	25	23	
Cardiff - Pass	33 } 51	36 } 63	34 } 64	40 } 67	38 } 74
Cardiff - Honours	18	27	30	27	36
(b) Other Universities :—					
(1) In faculties organized in the University of Wales :—					
Aberystwyth - Pass	25 } 30	21 } 24	17 } 21		
Aberystwyth - Honours	5	3	4		
Bangor - Pass	1 } 1	3 } 3	4 } 5		
Bangor - Honours	—	—	1		
Cardiff - Pass					
Cardiff - Honours					
(2) In faculties not yet organized in the University of Wales :—					
Aberystwyth					
Bangor	—	—	—		
Cardiff - Pass	1 } 3	6 } 8	9 } 10	6 } 8	9 } 12
Cardiff - Honours	2	2	1	2	3
4. *Staff* :—					
(a) Number of Departments :—					
Aberystwyth	18	18	18	18	
Bangor	16	16	16	16	
Cardiff	25	25	25	25	25
(b) I. Professors :—					
Aberystwyth	16	16	16	16	
Bangor	16	16	16	16	
Cardiff	13	12	13	17	17
II. Heads of Departments not Professors :—					
Aberystwyth	4	4	5	5	
Bangor	—	—	1	1	
Cardiff	13	13	13	10	10
III. Lecturers (not Heads of Departments) and Assistant Lecturers :—					
Aberystwyth	17	15	15	15	
Bangor	16	16	16	16	
Cardiff	17	17	20	23	24
IV. Administrative Departments :—					
(a) The Registry :—					
Aberystwyth	4	4	5	5	
Bangor	4	4	4	4	
Cardiff	5	5	5	5	5
(b) The Library :—					
Aberystwyth	2	2	2	2	
Bangor	1	1	2	2	
Cardiff	2	2	2	2	2
5. *Finance* :—					
Income :—					
(a) Government Aid :—					
I. Treasury Grant :—	£	£	£	£	£
Aberystwyth	4,000	4,000	4,000	4,000	
Bangor	4,000	4,000	4,000	4,000	
Cardiff	4,000	4,000	4,000	4,000	4,000
II. Grant from Board of Education on account of King's Scholars :—					
Aberystwyth	1,020	1,203	1,250	1,220	
Bangor	1,117	1,099	1,163	1,170	
Cardiff	1,290	1,306	1,616	1,799	2,302
III. Ditto on account of Science and Drawing :—					
Aberystwyth	193	193	699†	366	
Bangor	239	320	665†	351	
Cardiff	216	312	483	537	‡
IV. Grants from Board of Agriculture :—					
General :—					
Aberystwyth	800	800	800	800	
Bangor	800	800	800	800	
Farm :—					
Aberystwyth		100	200	200	
Bangor	200	200	200	200	
Forestry :—					
Bangor			250	250	

* All these figures are revised to date from the University Calendar as follows :—

Aberystwyth—	Pass	20 } 58	31 } 70	34 } 73	18 } 78	27 } 80
	Honours	38	39	39	60	53
Bangor—	Pass	21 } 37	24 } 36	22 } 48	17 } 48	24 } 40
	Honours	16	12	26	31	16
Cardiff—	Pass	33 } 53	38 } 72	29 } 59	45 } 82	38 } 74
	Honours	20	34	30	37	36

† Two years' Grants received this year.

‡ Included in £2,302 above.

[Continued.

	1902-3	1903-4	1904-5	1905-6	1906-7
Finance—continued.					
(*b*) Contributions from County Councils:—					
(1) In return for Free Studentships:—	£	£	£	£	£
Cardiff	2,200	2,200	2,350	2,350	2,350
(2) For Agricultural work:—					
Aberystwyth { General	1,380	1559 } 2112	1683 } 2044	1114 } ?	
Aberystwyth { Farm	—	553	361	?	
Bangor General	1,200	1,130	1,200	1,200	
(*c*) Students' Fees:—					
Aberystwyth	4,914	5,066	5,124	5,019	
Bangor	3,440	3,580	3,560	3,500	
Cardiff	4,996	5,487	5,924	6,511	6,706
(*d*) Income from Endowments:—					
Aberystwyth	304	308	332	323	
Bangor	1,699	1,674	1,790	1,800	
Cardiff	20	40	88	85	191
(*e*) Income from Trust Scholarship and Prize Funds:—					
Aberystwyth	564	556	640		
Bangor	278	342	578	551	
Cardiff	852	739	736	816	984
(*f*) Subscriptions and Donations:—					
Aberystwyth	1,117	1,096	1,056	999	
Bangor	904	864	684	690	
Cardiff	686	677	788	795	599
(*g*) Other sources:—					
Aberystwyth	30	30	30	30	
Bangor	71	49	47	50	
Cardiff	774	742	878	807	618
Expenditure:—					
Salaries:—					
(*a*) Principal and Professors:—					
Aberystwyth	5,160	5,375	5,425	5,678	
Bangor	6,087	6,168	6,082	6,207	
Cardiff	5,402	5,354	5,711	6,202	6,812
(*b*) Heads of Departments not Professors:—					
Aberystwyth	730	730	905	950	
Bangor	—	—	150	150	
Cardiff	2,284	2,310	2,330	2,112	1,760
(*c*) Lecturers and Assistant Lecturers:—					
Aberystwyth	2,575	2,505	2,380	2,407	
Bangor	1,530	1,638	1,790	1,840	
Cardiff	2,200	2,115	2,517	2,884	3,050
(*d*) Administrative Department:—					
The Registry:—					
Aberystwyth	569	648	695		
Bangor (not including Registrar, who is Professor of History)	361	384	425	440	
Cardiff	748	691	795	825	842
(*e*) The Library:—					
Aberystwyth	140	140	140	140	
Bangor	90	106	120	182	
Cardiff	46	52	57	62	73
(*f*) Scholarships and Exhibitions from General Funds:					
Aberystwyth	634	778	785		
Bangor	720	714	628	620	
Cardiff	535	452	368	430	437
(*g*) Scholarships and Prizes (Trust or Subscription Funds):—					
Aberystwyth	564	556	640		
Bangor	490	560	883	826	
Cardiff	792	625	657	780	899
(*h*) Scholarships (County Councils):—					
Aberystwyth	—	—	—		
Bangor	500	413	321	310	
*Cardiff	755	765	838	785	810
(*i*) Upkeep of Buildings and General Repairs:—					
Aberystwyth	1,420	649	319		
Bangor	156	165	559	200	
Cardiff	372	474	499	367	364
(*j*) Upkeep of Laboratories and expenditure on Apparatus:—					
Aberystwyth	417	433	408		
Bangor	202	384	426	340	
Cardiff	318	286	440	1,446	681
(*k*) Expenditure on Museums:—					
Aberystwyth	25	25	25	25	
Bangor	67	34	35	40	
Cardiff	99	9	22	6	6
(*l*) Expenditure on Library:—					
Aberystwyth	242	230	227		
Bangor	252	168	217	650	
Cardiff	250	245	256	341	355
(*m*) Other Disbursements:—					
Aberystwyth	3,032	3,382	2,976		
Bangor	4,096	3,669	3,730		
Cardiff	1,628	2,094	2,487	2,331	2,400

[*Continued.*

* Free Studentships of the City of Cardiff and of the Counties of Glamorgan and Monmouth.

	1902–3	1903–4	1904–5	1905–6	1906–7
	£	£	£	£	£
Total Expenditure:—					
Aberystwyth	14,156	14,491	14,991		
Bangor	14,461	14,403	15,366		
Cardiff	15,429	15,472	16,977	18,571	18,489
Deficits on the year's working:—					
Aberystwyth	374	505	133		
Bangor	513	345	429		
Cardiff	395		114	871	739
Capital and Building Funds:—					
(*a*) Total collected since establishment of College, exclusive of New College Fund:—					
Aberystwyth				102,427	
Bangor				148,604	
Cardiff					71,685
(*b*) Value of present Buildings and Site:—					
Aberystwyth				100,000*	
Bangor (present College Buildings are Leasehold)				—	
Cardiff				25,000	
(*c*) Value of Site for New Buildings:—					
Aberystwyth				2,500	
Bangor				19,000	
Cardiff				20,000	
(*d*) New College Building Fund:—					
Aberystwyth (not including Treasury Grant)				23,000	
Bangor				41,054	
Cardiff					80,692
(*e*) Government Grants for New Buildings:—					
Aberystwyth				10,000	
Bangor				20,000	
Cardiff				20,000	
(*f*) Trust Scholarship and Prize Funds:—					
Aberystwyth				9,597	
Bangor				10,456	
Cardiff				4,002	
(*g*) Endowments:—					
Aberystwyth				9,640	
Bangor				56,417	
Cardiff					3,490
(*h*) Halls of Residence (Buildings and Furniture):—					
Aberystwyth				33,748	
Bangor				9,039	
Cardiff				12,857	

* There is a debt on the College Buildings at Aberystwyth of £9,054.

2.—UNIVERSITY OF WALES.

REPORT OF THE SPECIAL COMMITTEE OF THE THEOLOGICAL BOARD ON CERTAIN THEOLOGICAL COLLEGES.

(*Presented to the University Court at its Meeting on January 25th, 1906.*)

We have to report that, according to the instructions of the Board, we have completed the triennial visitation of the Theological Colleges of Wales, both approved and associated. We were unable, on account of the "Revival," to begin as early as we intended, and as a result we have not been able to print the report and circulate it beforehand for the consideration of the Board.

I.

We began our inspection on Thursday, March 23rd, with the Colleges of North Wales at Bangor. These are two in number, the Baptist and the Independent. We examined their buildings, equipments, opportunities, and possibilities of study; and we interviewed their staffs, both singly and conjointly. In the case of the Independent College we met, in addition to the resident Tutors, Professors Lloyd and Phillips from the University College, who both take an active and interested part in its work as well as Mr. Gasquoine, who, as a graduate of London and as a retired Congregational minister, well understands both the studies and the students of the College. He has charged himself, in particular, with the care of the Library; and is entitled as a voluntary or unpaid helper, were it only in this one respect, to cordial recognition. In the case of the Baptist College, we met the members of the staff, with the exception of Dr. Owen Davies, and with the inclusion of Dr. Witton Davies, who lectures there

as well as in the University College. We are happy to say that in all that concerns material equipment the two Colleges have decidedly improved. The Independent College has moved into its permanent home, where the class rooms are bright and airy, the students' common-room ample and comfortable, the Library well housed and evidently well cared for, the books which fairly represent modern scholarship, showing signs of diligent use. The Baptist College has also improved; its Library grows, and is manifestly in the hands of men who know the value of learning and the necessity to it of adequate tools. While each College has a staff of three Professors, yet our interview was conducted throughout on the distinct and explicit understanding that the University could not recognise the two Colleges as two but only as one. This corporate existence was, we were assured, already realised, and had its public recognition in the meetings regularly held by the combined staffs for the discussion of the many questions connected with the candidates for the B.D. and their common work. This was a point we took the liberty of emphasising, saying that the staffs ought to meet and confer together were it only as a means of making the Colleges and their constituents realise that the University had to do not with each College taken singly, but with the two taken jointly, *i.e.*, as united into a single institution.

The Tutors of the Independent College are Principal Probert, D.D. of the University of Ohio, U.S.A.; Professor Rhys, B.A. (Lond.); and Professor J. M. Davies, M.A. (Glasgow). The Tutors of the Baptist College are Principal Silas Morris, M.A. (Lond.); Professor Witton Davies, B.A. (Lond.), Ph.D. (Leipsic); and Professor Owen Davies, D.D. of the University of Colgate, U.S.A. If, therefore, we regard only those who are graduates of British Universities, we find that three are of London and one of Glasgow, which brings the two institutions, when regarded as one, within the terms which have been laid down for approved colleges.

The distribution of subjects in the combined staffs is as follows:—For the First B.D., Principal Probert takes the Old and the New Testament Scriptures; Professor J. M. Davies the Hebrew language and the Exegesis of the Old Testament; Professor Witton Davies the Septuagint; Professor Rhys Apologetics and the Exegesis of the New Testament; Principal Silas Morris New Testament Language and Introduction. For the Second B.D., Professor Witton Davies takes the Hebrew and the Septuagint; Professor Rhys the New Testament Epistles; Principal Silas Morris the Historical books of the New Testament, with the Language and the Introduction, as well as the Texts in Church History; Professor J. M. Davies the Dogmatic Texts; Principal Probert Systematic Divinity; while we were given to understand that Dr. Owen Davies took Church History in its more general sense. We pointed out that no adequate or regular provision had been made either for the teaching of Church History or for the study of the Historical and Dogmatic Texts by the men who respectively taught History and Doctrine; and we added that some arrangement ought to be made for the correction of this omission, so as to make some one teacher responsible for both the texts and the subject matter. We feel that this is a point of the weightiest importance, as no curriculum can be complete unless the man who teaches makes it his special work to discuss his subject as a whole. Professor J. M. Davies explained to us that his consent to give up the teaching of the advanced Hebrew, which he specifically regarded as his own function and province, was merely occasional; and that he had taken up the Texts provisionally, in order that they might not be neglected.

We desire to express our conviction that the staffs of these two Colleges, working conjointly, are able to fulfil the conditions required by the University of Wales for recognition and approval as a Theological College. We think, indeed, that a better distribution and arrangement of studies is called for; but we believe that the staff has within itself the means of fulfilling the requirements of the University. We took the liberty of calling the attention of the College to the paucity of men that had been sent in for the B.D. degree. The Independent College has sent four men in for the First B.D., but has sent none up for the Second; while the Baptist has as yet sent nobody in for either. Principal Silas Morris called our attention to the contrast between the Baptist Churches in North and in South Wales; and he emphasised his point by saying that the Baptist Churches of North Wales were not only numerically smaller but also poorer than those of South Wales; and that, therefore, the College in Bangor had greater difficulty in maintaining the standard it would like to see observed amongst its men. He went on further to say that he deeply regretted that they had so few students in the College qualified to read for the B.D. degree, for such men would enable them to do more and better work than was at that moment possible. They set an example of application to the whole College, encouraged their teachers to reach up towards higher things, and induced their brother students to attempt severer studies. And we are convinced that the Principal is right. The good student is a positive gain to the Churches as well as the Colleges. And we are not without the hope that the policy of the University may help to increase the supply of good students to the Colleges and, therefore, of an abler ministry for the Churches.

II.

On the 24th and 25th of March we visited and inspected the Theological College at Bala. This is an excellent institution, officered by careful teachers. It has five tutors or Professors, and a Registrar and Librarian, who may be said to know both men and books. The Professors are:—The Vice-Principal, Ellis Edwards, M.A. (Edin.), who teaches, *inter alia*, Apologetics, Theism, and the Philosophy of Religion; W. B. Stevenson, M.A., B.D. (Edin.), who teaches Hebrew and the Introduction to the Old Testament, as well as its Exegesis; R. H. Richards, B.A. (Oxon.), whose special field is Hellenistic Greek, and the Greek of the New Testament; E. O. Davies, B.Sc. (Lond.), who lectures on the Introduction to Theology, on Dogmatics and the History of Doctrine, teaching at the same time the related and prescribed texts; and Hugh Williams, M.A. (Lond.), D.D. (Glas.), who takes Church History, including the historical texts and the dogmatic texts of the fourth and fifth centuries. We found these an interested as well as a capable body of teachers, each being anxious to make the most out of his men and do the utmost possible for his subject.

One of the finest features of the institution is the library, which is, in its own order, excellent, and must indeed be one of the best theological libraries in Wales. It was founded when the College was opened in 1837, and has since then been continually increased by judicious purchases and occasionally enlarged by generous gifts. The men from whose libraries the books thus presented were drawn form a sufficient guarantee of their quality. Thus there was purchased in 1866 the library of the late Mr. John Roberts; in 1875 important books were obtained from the library of the Rev. Dr. John Parry; other books in 1877 were given from the estate of the Rev. Dr. David Charles. In 1891 7,500 volumes from the library of Dr. Owen Thomas, Liverpool, almost all fine editions, and many both rare and valuable, were purchased for the College, which the year before had become a purely theological institution; and as its home was in Wales while its special function was to teach theology, it was looked upon as peculiarly in need of theological books representing Welsh literature and religion no less than the great writers and the great subjects of the Christian faith. Besides these, other libraries or gifts from libraries were bequeathed to the College, and, what calls for special statement here, in July, 1899, the late Principal Thomas Charles Edwards, "clarum et venerabile nomen," presented copies of works which every lover of Welsh religion and letters must hold dear. While thus the library has, as it were, been created and enriched, yet it does not depend solely on such exceptional gifts; for from 1891 an annual grant of £100 has been regularly made for the purchase of books. There is in consequence a yearly increase, on an average, of about 100 books, many, of course, extending to several volumes. In the catalogue of purchases, which are duly entered in the July number of the *Bala Students' Magazine* for 1904, we find such works as Luther's "Briefwechsel," Schneckenberger's "Vergleichende Darstellung des Lutherischen und Reformirten Lehrbegriffs," Simon's "Histoire Critique du Vieux Testament," Calvin's "Epistolae," Harnack's "Die Chronologie der Altchristlichen Litteratur bis Eusebius," "The Cambridge Modern History," the new edition of Origen, quite a number of important books of reference like Hauck's "Real-encyclopädie für Prot. Theologie u. Kirche," Gebhardt und Harnack's "Texte und Unterschungen," and many valuable periodicals like the "Theologische Literatur-Zeitung." It is hardly

possible to over-estimate the value of a good library and a good reading room, well supplied with current literature, for the students. It not only lets them know what is being done throughout the world in their special branch of inquiry; but it also places within their reach the tools which the scholar loves to handle, and presents him with an object-lesson well calculated to stimulate his nobler ambitions.

One of the most cheering points in the institution is the proportion of graduates amongst its students. This is noted that the University may realise how many capable men it is contributing through the Theological Colleges to the ministry of Wales. In the ten years between 1894 and 1904 the total number of admissions was 143, and of these 43 were graduates. And the tendency for such men to enter the College is upward rather than downward. For while in 1894 out of 13 admissions, 3 were graduates, and in 1895 out of 11 only 1; in 1899 out of 16 men admitted, 6 were graduates; in 1900 out of 17 there were 7; in 1903 out of 16, there were 9, and in 1904, out of 15 there were 5; or out of 97 admissions since 1899 34 had already taken their degrees in Arts. If we apply another standard we shall find it no less significant; of the 43 graduates 10 have become B.D.'s, while the entrants for the First B.D., some of whom have indeed been sent in more than once, have been in all 41. The very paucity of the numbers who have succeeded in taking the full B.D. is significant of many things, particularly of the care with which the standard has been maintained and enforced. We feel how much Bala has done to secure the success of the scheme which the University has put in force; but we prefer to let the figures speak for themselves.

III.

We visited on Thursday, June 22nd, the Memorial College, Brecon, where we were met by Principal Rowlands, B.A., and Professor Thomas Rees, M.A. We were sorry not to meet all the Tutors of the College,* and to learn from personal inquiry their views, in particular, of the men and their work. The building is comparatively new, beautifully situated, and fairly well adapted for its purpose. The College is residential. It has a professor's residence at either end, but the central block is entirely devoted to the use of the students. Each student has two rooms, a study and a bedroom, and it was a pleasure to us to find how well furnished, as a rule, the private libraries were, while other evidence shows to what good purpose the studies had been turned. The College seems in itself well suited as a residence for students. In our previous report we had to call attention to the restrictions put on the use of the building by the students. We desire to repeat and emphasise the remarks then made. We regret misuse in any building, particularly in one which looks so impressive, and we venture to express the hope that on this point it may not be necessary in the future to say another word. Mere neglect, helped by the rigours of a climate that may be most disastrous to a building when most agreeable to man, may be more destructive than honest usage even at the hands of the inexperienced and not always patient or reverent student.

We also inspected the Library, and found it excellently housed in a room that has for its purpose, which cannot indeed be fulfilled without an amplitude of light and air, few superiors or even equals in any of the colleges we were appointed to visit. We were glad to find the Library enlarged from our previous inspection by more than 500 volumes, evidently selected with a view to the needs of the theological student and of his education. But we trust that the constituents of the College will remember that while books are necessary to the student, they are even more necessary to the tutor, and that this necessity is for many reasons at its maximum in a place like Brecon, where there is no other library within convenient reach. We think indeed that the purchase of books should be a main concern of the Committee; that the College ought to aim quite as much at a collection useful to the tutors as to the students; and that the needs and the ambitions of the men who have already entered the ranks of the ministry ought not to be forgotten. They have claims indeed to remembrance, for, as sons begotten in its own bosom, they naturally turn to their college in the hope of help and inspiration from its literary treasures; and there is no surer way of endearing a college to the ministry than such a continued care for the intellectual life and growth of the ministers. May we also be allowed to throw out the hint that each college should aim at establishing and developing in its library some special branch of literary research, having, of course, regard in the first instance to theology, whether in its philosophical, doctrinal, classical, or historical branches? It would be well, indeed, were the selection of a special department made after consultation with the other Theological Colleges in Wales; and we may add that the attempt to bring these Colleges together by the University supplies a convenient opportunity for such consultations and discussions. This special department might be selected with a view to the aptitudes of the college, the quality of its traditions, the needs of its teaching and beliefs, whether these are incorporated in its tutors, in its *alumni*, or in its friends. One other point specially suggested by Brecon—though illustrated and made more emphatic by the other Colleges—may be here specified—the need of a good reading room provided with more recent theological literature, representing as far as possible the inquiries that are being conducted, the inquirers themselves, and the field they cultivate. By this means we should expect the College to be raised above whatever may seem mean or trivial in its outward conditions, and set in more vivid relation with the higher and more scholarly purposes it may be designed to serve.

The staff of Brecon consists of the Rev. T. Lewis, M.A. (Lond.), B.D. (St. Andrews), who takes Hebrew, the Old Testament, and Hellenistic Greek; the Principal, the Rev. D. Rowlands, B.A. (Lond.), who takes the New Testament; the Rev. Thomas Rees, M.A. (Lond.), B.A. (Oxford), who takes Philosophical and Doctrinal Theology and the Doctrinal Texts; and the Rev. John Evans, B.A. (Lond.), who takes Church History and the Historical Texts. As has already been stated, we had not the advantage of an interview with all the Tutors, and therefore we do not feel in a position to speak particularly concerning either themselves or their work; but, judging from the University examinations, there must have been in some, if not in all, conspicuous devotion to duty. At the same time we could not but be conscious of a certain tendency towards excessive conservatism. Now there are times and subjects in which a conservative spirit may be excellent; but conservatism, interpreted as loyalty to old methods and old usages in education, may be a mischievous attitude of mind at a period when progress in its higher branches amounts almost to revolution, as it does at the present moment in Wales.

As to the students, a complete change has been effected in both the length and scope of their curriculum. They used to be admitted for a non-graduate course of four years, but so thoroughly has the change been carried out that during the last three years only two men have been received for the old course and the old period. The others have all been admitted for a period which now extends to six years, three of which must be spent at a University College and the other three at Brecon. The total number of students is 41. Of these 19 are engaged in Arts, mainly at Cardiff, while 22 are pursuing the study of Theology in the College itself. We cannot apply here, as at Bala, the standard of graduation at admission. For the students are as a rule admitted before graduation, and are expected to graduate during their University College career. It is significant that while in 1895-6 out of the 7 then admitted no one took a degree in Wales, in 1896-7 out of 9 admitted only one, and in 1897-8 out of 8 no single man graduated; but in 1898-9 an improvement began, 2 out of 8 graduating; and in every subsequent year more than a half of the whole admitted have proceeded to the degree of B.A. Thus of the 35 admitted between 1899-1900 and 1903-1904—the latest date at which the double statistics can be obtained—18 had graduated in Arts, though the total number of possible graduates is not yet complete. As to those who have finished their work in connection with the College during the last 10 years the following statistics may be of interest: 4 have died; 3 have abandoned study because of failure in health—(these proportions are in both cases surely alarming)—2 have become tutors; 20 have entered the ministry without graduating; 3 have entered it after graduating in Arts only; 5 have entered it after taking their First B.D.; one has taken his Second B.D., and continues his study elsewhere; and 3 are

* We understand that the two Tutors who were absent were away through no fault of their own.

this year sitting for the B.D. prior to going down. The College has thus entered with signal energy and, we may add, success, upon its new graduate career. One of the Tutors recognised that it was a far more formidable thing for a man to go in for the Welsh B.D. than for the B.A., and far more difficult to persuade men to undertake the study and to devote to it the necessary time. It was also stated that no man who had pursued his Arts course at an English College had come back to Brecon for the purpose of taking his B.D. in Wales; and it was not expected that the College would be more successful in this respect in the future than in the past. One of the visitors, indeed, desires to testify that certain men have come on from Brecon to the College in which he teaches with the view of pursuing their studies still further, and they have showed themselves to be men exceptionally zealous and competent. In any case the visitors desire to express their surprise that men with so few tools should be able to accomplish so much as the Tutors at Brecon have done. It is a case in which the policy of the University has been conspicuously vindicated.

IV.

On Friday, the 23rd June, we visited the College at Trevecca, an institution strongly informed with the *genius loci*. The buildings, the ideals, the aims and ambitions of the College may be said to be the creation of Howel Harris. He and his people, or what was known as "the Howel Harris family," built the place about 1780, largely, we believe, with their own hands. Though the College which has its home here did not take shape till the year 1842, yet the spirit of the man who built it seems to abide within the very stones and lime. While, therefore, the history of the College of Trevecca only begins with 1842, yet its real being cannot be dissociated from its antenatal existence.

Two Professors live in the College, the Principal and Professor Young Evans, but the system is non-residential. The students live out in cottages near at hand, and only come in for instruction and study to the College itself.

The library has a small regular allowance which was fixed at £15 per annum, but varies, being now more and now less. Last year only £14 was spent in books. This year £19 has been so spent, but £50 more is expected, while the library itself has been largely increased by private benefactions, the Principal alone having given back to the College, in the form of a gift of books, the salary that had been voted to him during a year of absence. May we say that we were greatly pleased to note the improvements here made; the small annual stipend had evidently been so judiciously spent as to add a considerable number of books to the library, especially those most needed by the younger students in theology, though higher books of reference were not omitted. The staff emphasised the fact that books were the more needed both by tutors and by students, because of the secluded situation of the College, a view which we would emphatically endorse. The greater the seclusion of the place where men study, the more amply they ought to be provided with the means needful to it: and books are means without which no collegiate life is possible. As we said above, the spirit of Howel Harris seems to brood over the whole place, to breathe alike from the College walls and its customs. We were not surprised, therefore, to find many of his manuscripts displayed among the special treasures of the library. But we would once more recognise and emphasise here, as at Brecon, the need of a students' reading room filled with current theological literature. There is no fear of the men being dispersed and broken in interest by living outside the College; the fear is rather lest their literary appetite be spoiled by too meagre a diet. Students and tutors in theology have minds that need to be enlarged, interests that require quickening by the new knowledge which is being daily won in the field in which they pursue their special researches.

The staff consists of: Norman Jones, B.A. (Wales), and M.A. (Jesus College, Oxford), who takes Hebrew and the Old Testament with the Septuagint; the Rev. J. Young Evans, M.A. (London and Oxford), B.D. (Lond.), who takes the New Testament; the Rev. Principal Owen Prys, M.A. (Trinity College, Cambridge), who takes Philosophical Theology, Apologetics, Doctrine, and the Doctrinal Texts; and Rev. David Williams, B.A. (Wales), M.A. (Oxford), who has just been appointed, and whose chair will probably be Church History.

Trevecca was, like Brecon, and, indeed, all the Theological Colleges in Wales, an institution which professed to do all the work needed by men who were preparing for the ministry. Its course was then non-graduate and brief, the work being wholly done within its own walls. Between 1900-1902 a new scheme was introduced; Trevecca became purely theological, and the men were sent elsewhere for their literary training. Now, of the students in the College, all save four have studied in the University Colleges. Of the 43 men admitted since 1900, 13, which amounts almost to 1 in 3, have been or become graduates, while as regards the B.D. 8 have passed the first and 5 the second examination. It ought to be added that they expect in the year that begins next September to have 40 students, several of whom are already graduates and will prepare for the B.D. degree.

The staff combined to testify to the excellent influence of the University on the ideals and conduct of the men as a whole, and especially of those who were working for the higher degree. It had helped the College to become distinctly more academic in spirit and had raised the level of its learning.

We left Trevecca greatly encouraged and feeling that it, too, had enhanced its own reputation by having become purely theological, while promising no less to enhance the reputation of the Church it has so well served.

These three Colleges—Bala, Trevecca, and Brecon—constitute at this moment the associated colleges of the University. We speak with strict moderation and within limits when we say that it would be hard indeed to find a better justification of the policy the University has pursued and the method it has followed than the present position and work of these Colleges.

V.

On June 24th we visited Carmarthen. The services which this College has rendered to Wales were duly recognised in our previous report. With Brecon, it shares the honour of being the heir of the famous dissenting Academy which was founded at Gloucester early in the eighteenth century; and these two are therefore entitled to be considered the oldest and the most historic places for the higher education in Wales. These institutions have thus the honour—though they may have some difficulty in proving their equal right to share in it—of representing not only the genius of Samuel Jones, but the distinguished Academy, which educated men like Dr. Chandler, Joseph Butler, Archbishop Secker, and Jeremiah Jones. The College itself embodies, what is so marked in its ancestry, a large and national ideal, which does good without hope of reward or fear of penalty. As our previous report showed, we thought that the College had passed its meridian and must of necessity fail if it remained where it was. It seemed to us that removal to the neighbourhood of a University College was a necessity for its continued existence and utility; but we reckoned without the generous mind and open hand of the Presbyterian Fund Board in London. The letter sent by its Secretary will be within the remembrance of the Theological Board, approving the previous report and its suggestions, and saying that they were prepared to equip the College with a fourth professor and to offer scholarships to graduate members of the University who should pursue at Carmarthen their studies with a view to our degree. That generous policy has been more than vindicated, and we rejoice that our fears have been falsified, and that a new career of usefulness has been opened before this venerable institution.

The College is non-denominational and non-residential. It has four professors, two of whom are old English Presbyterians or Unitarians, and two are Independents. Four of its divinity scholars have been Baptists, and one a Calvinistic Methodist; but we believe that all its other students are Independents. Its library runs back into the times of Samuel Jones, and from a hasty inspection we judge it to contain some both rare and useful as well as valuable books. We found the edition of Origen's "Opera," begun by Erasmus and completed by Beatus Rhenanus, dating from 1536, the year when Calvin's "Institutio" was issued from the press. Other books we also found, though our inspection of the shelves was but cursory. What, however, mainly concerned us was the books that had been added since our last visit. The Board

had, it appeared, voted for library purposes £200, the spending of which sum was to be spread over four years. We hope this sum—fifty pounds *per annum*—may be perpetuated as a regular grant, and if it is we have no doubt a wise and beneficent use will be made of this means of literary equipment. We felt here also the need of a good reading-room for the students supplied with periodicals that represent living theological literature.

The subjects are divided among the staff as follows:—Professor Moore, B.A. (Lond.), takes Hebrew and Hellenistic Greek, and the New and the Old Testament for both the First and Second B.D.; Principal Evans takes the Greek Testament for the First B.D., and the Doctrinal as well as the Historical Texts for the Second. The Philosophical studies for the First B.D. and the Doctrinal for the Second are the function of Professor Keri Evans, M.A. (Glasg.), an old student of the College and holder of the Williams' Scholarship in Arts. Professor Jones, M.A. (Glasg.), also an old Carmarthen student, and Dr. Williams' scholar, teaches Church history. While we were much impressed by the singleness of mind and clearness of purpose of these tutors, who all spoke concerning what they were appointed and intended to do with both frankness and diffidence; yet we could not but feel that the distribution of studies was arbitrary and ought to be revised, tuition in the Old and New Testaments for both stages of the degree being more than any single man can do with intelligence and relevance to the demands of modern scholarship.

As to the students, whose number reaches the total of 28, 23 as non-graduates lie outside the limits of this report. There are, however, five graduate members of the College, one of whom passed his first B.D. in 1903, three passed the same divsion in 1904, and one has just sat for the same examination. As indicating the purpose of the Board of the Presbyterian Fund to maintain this succession there was placed in our hands an advertisement which offered two, undergraduate scholarships of £50, tenable at any recognised University College in the United Kingdom; and two graduate scholarships of £40 with free instruction, expressly intended for men studying for the B.D. degree of the University of Wales and tenable at the Presbyterian College, Carmarthen. We could not but feel that this College has owed its revival as a College to the policy pursued by the University. The professors unanimously testified, Professor Jones with some reservations, as to the influence for good on the other students of the men who were reading for their B.D. Professor Moore wished to say that as one who had known the College in days before the degree was instituted, and who had since its institution come back as a teacher, he considered that the graduate members of the College had exercised a wholesome and stimulating influence upon all the students of the place, even though strictly non-graduate men.

We are glad to be able to recognise the work which Carmarthen has done, and to unite in our appreciation of the spirit which animated the Fund Board and which now animates the teachers.

VI.

We proceeded to Lampeter on June 26th, and were courteously received there by the College Board (the Principal and Professors). We entered fully with them into the various questions raised, and they aided us both with information and valuable suggestions.

With a single exception the situation remains much what it was when the visitors made their last report. The number of students is rather over 120, and there is still a well qualified staff of nine professors and lecturers, of whom five—all of them Oxford or Cambridge graduates—are more or less occupied in theological teaching. They expressed themselves as ready to undertake the heavy additional work involved in covering the exacting B.D. Syllabus of the University of Wales, and we would again express the opinion that they are "well capable of doing this satisfactorily." But so far no candidates for this degree have come forward. The obstacle is a financial one. The last report contains the following passage: "The staff inclines to the opinion, in which the visitors concur, that a supply of students for the B.D. course of the University of Wales must rather be sought by attracting to the College students who have already graduated in Arts in the University of Wales or some other British University, and that for this purpose a system of post-graduate scholarships is desirable and perhaps even indispensable." The experience of the last three years has left no doubt in the minds either of the staff or of the visitors that such system is indispensable, if students for the B.D. course are to be secured; and we were gratified to learn that an attempt would shortly be made to establish scholarships of this kind.

In one respect, however, a very marked improvement has to be recorded. The "large and excellent Library" referred to in the former report has now at considerable expense been arranged and catalogued on the most approved modern lines, and found to be rich in rare and valuable works, whose presence was before hardly suspected. The College is warmly to be congratulated on this wise reform. It is not too much to say that it has given the Library a new character, and perhaps trebled its value to the advanced student. It is to be hoped that those who are interested in the success of the College will make the necessary provision for the adequate supply, year by year, of modern books, which is essential if this noble collection is to be kept up to date.

VII.

Our final visit—June 27th—was to the Baptist College, Cardiff, which we found engaged in preparing to celebrate the centenary of its existence. It had lived for long years at Pontypool, but had recently removed to Cardiff in order to profit by the University College and, as we shall see, its desires have been amply justified; its devotion to academic ideals deserving cordial recognition and approval.

The Library has been enriched by the addition of recent works, many of them of an educative order. A beginning has been made with the foundation of a Welsh Library, but we hope that the remarks already made in reference to Brecon may not be forgotten here. It has four Professors, viz., Principal the Rev. W. Edwards, B.A. (London), D.D.; the Rev. J. M. Davies, M.A. (London), and the Rev. T. W. Chance, M.A. (Wales), to whom must be added a fourth, the Rev. D. Tyssul Evans, M.A. (London), who, like Professor Witton Davies at Bangor, holds office in the University College, and adds to his other functions that of being also the minister of an Independent Church. The division of subjects is as follows:—Professor Tyssul Evans takes the Hebrew Language and Literature; the Principal, Dr. Edwards, takes the New Testament as regards Language, Introduction, and Theology; Professor J. M. Davies takes Philosophical Theology, Apologetics, and Doctrine with the related Texts; Professor Chance has Church History, and lectures on the specified periods as well as the selected Texts.

As to the students, what has been said concerning several other Colleges applies equally here. The Committee or Governing Body, if they are to continue in harmony with the traditional policy of the College and the Churches it has to supply, cannot insist on graduation in Arts before entrance. But though its men are largely drawn from the non-graduating as well as the non-graduated class, yet the purpose for which it came to Cardiff has been carried out, its students have been sent for instruction in Arts to the University College, and theology has been cultivated within its own walls. For the rest the character of the College and the industry, as well as the ability which marks it, cannot be better represented than in the following record:—In 1896 7 students were admitted, no one of whom took any degree whatever, and in 1897 6 were received, only one of whom became a B.A. But between 1898 and 1904 45 men were admitted, and 13 were or became graduates in Arts or in Science—a proportion almost identical with that which prevailed at Trevecca. For 1905 no statistics are yet available, and indeed we may say that the figures and possibilities of the later years are still incomplete. As regards the degree which specially concerns us, we have only to add that 4 have passed the First B.D., and 1 sits this year for the Second. It is enough for us to recognise the excellence of the work thus done, and to say simply that so far as this College is concerned what has been said before may once more be repeated—The University has no cause to be ashamed either of the men or of the results.

LIBRARIES

In going round the various Colleges the visitors have been struck by the disparity observable in the treatment of their Libraries as regards grant for the

purchase of new books. At Bala this amounts to £100 a year; in some of the other Colleges it sinks below £20 a year; in others there is no anual grant and no established provision of any kind at all. We would strongly emphasize the importance, if any high ideal of study is to be maintained among students or any inspiring quality in the teaching of Professors, of a large and constantly growing Library in which the newest standard works on the subjects studied are placed as they come out, and the best periodical literature bearing upon them is accessible in a good and convenient reading room. To restrict the supply of books is not merely to narrow the outlook of the student, but seriously to hamper the intellectual freedom and scope of the teachers from whom he should derive guidance and inspiration. This truth needs all the more emphasis in the case of institutions like the Welsh Theological Colleges, in which narrow salaries preclude individual teachers from equipping themselves adequately with the costly implements of their profession. In the opinion of the visitors it is hardly possible to maintain a Library really adequate for advanced teaching on the lines of the B.D. course with a less expenditure on new books than £50 a year.

In reviewing this report we have only to express our feeling of relief at discovering the remarkable progress that has been made, under the inspiration of the academic policy of the University by the Theological Colleges of the Principality. We visited them between three and four years ago, but all was then experiment and theory. We had small encouragement in certain cases to proceed further, but experience has proved the truth and the wisdom of the policy which was then projected and has been since pursued. The visitors take this opportunity of expressing their sense of the devotion of these Colleges to the higher studies, to the best interests of the ministry, and to the nobler and higher aims of the Church. It is with a feeling not only of profound relief but of profound gratitude that we again lay down our functions and present this report to the Theological Board, expressing simply the hope that the policy which has been thus inaugurated may still continue to be pursued.

A. M. FAIRBAIRN.
H. R. REICHEL.

The report of the visitors was, at a meeting of the Theological Board held in Shrewsbury on July 1st, 1905, ordered to be received, printed and circulated to members. At a further meeting held in Bangor, on November 9th, 1905, it was referred back on the suggestion of one of the visitors, in case they might wish to introduce any modification in the light of certain additional information then brought forward. It is now submitted by the visitors in final form as above.

January, 1906. J. MORTIMER ANGUS.

N.B.—To complete the report the results of the last examinations are here given:—

FACULTY OF THEOLOGY.

B.D. EXAMINATIONS, 1905.

First Examination.

674 Davies, David Thomas - - Bala
1517 Evans, Matthew Henry - - Trevecca
1314 Peregrine, Daniel - - - Brecon
1062 Prydderch, Rhys Thomas - Carmarthen
1737 Roberts, David Francis - - Bala
1322 Roberts, John William - - Bala
1110 Thomas, Cuthbert - - - Trovecca

Final Examination.

827 Davies, John Newton - - Didsbury
512 Harris, William - - - Brecon
651 Jones, Edward - - - Mansfield
1047 Lewis, Archibald Holmes - Cardiff Baptist
619 Lewis, John Daniel (Vernon) - Brecon & Mansfield
209 Walters, David Eurof - - Brecon

3.—UNIVERSITY OF WALES.

(*a*) NUMBERS OF GRADUATES admitted since the beginning:—

	B.A.	B.Sc.	B.Mus.	LL.B.	B.D.	M.A.	D.Sc.
1896	—	1	—	—	—	—	—
1897	10	3	—	—	—	—	—
1898	24	7	—	—	—	—	—
1899	44	17	—	—	—	1	—
1900	71	22	—	—	2	5	2
1901	64	32	—	—	—	4	—
1902	79	24	—	—	4	5	1
1903	98	30	—	—	4	9	—
1904	116	46	—	—	6	5	2
1905	113	37	1	—	5	9	1
1906	157	45	1	1	4	7	—
1907	127	34	—	—	7	14	—
TOTAL	903	298	2	1	32	59	6

(*b*) DEGREE EXAMINATIONS, 1907.

PERCENTAGES OF PASSES in the several Departments and Grades. (Pass Examinations only.)

Department.	Intermediate Grade.	Ordinary Grade.	Special or Final.	Total Percentage.	Number of Candidates.
Greek	80·9	66·6	88·9	77·9	104
Latin	60·4	56·3	63·3	59·6	416
English	71·8	69·9	88·9	72·4	312
Welsh	77·8	89·8	61·6	88	125
French	53·3	75·7	70·7	62·8	250
German	100	100	100	100	24
Hebrew	87·5	84·6	80	85·7	42
History	70·3	62	66·6	70·4	287
Philosophy	71·1	70·8	77·8	71·9	228
Political Science	—	80·4	100	81	58
Education	—	—	100	100	8
Mathematics—					
Pure	81·8	50·8	63·9	72·3	256
Applied	—	64·5	89·5		
Physics	82·3	—	55	73·1	119
Chemistry—					
Inorganic	74	—	61·1	66·4	137
Organic	—	—	53·6		
Geology	73·7	—	50	67·3	52
Botany	67·6	—	72·7	68·3	82
Zoology	66·6	—	(one failed)	63·2	19
Engineering	100	—	75	82·4	17
Mining and Surveying	—	—	50	50	4
Agriculture	—	—	100	100	3
Law	80	—	100	85	8
Music	100	—	(one failed)	66·6	8

(*c*) HONOURS AWARDED TO GRADUATES from the beginning to the present:—

1897.		1900.		1903.		1906.	
B.A.	8	B.A.	47	B.A.	58	B.A.	94
B.Sc.	0	B.Sc.	5	B.Sc.	8	B.Sc.	9
	— 8		—52		—66		—103
1898.		1901.		1904.		1907.	
B.A.	14	B.A.	45	B.A.	62	B.A.	74
B.Sc.	4	B.Sc.	7	B.Sc.	13	B.Sc.	14
	—18		—52		—75		— 88
1899.		1902.		1905.			
B.A.	21	B.A.	43	B.A.	69		
B.Sc.	5	B.Sc.	7	B.Sc.	9	TOTAL	616
	—26		—50		—78		

(*d*) DEGREE EXAMINATIONS, 1907.

EXTERNAL EXAMINERS.

Greek - Professor E. A. Sonnenschein, Birmingham.
Latin - Professor J. S. Reid. (Assistant Examiner:—V. S. Vernon Jones, Esq., M.A., Magdalene College, Cambridge.)
English - E. de Selincourt, Esq., Oxford. (Assistant Examiner:—John Shawcross, Esq., London, S.W.)
Welsh - Principal Sir John Rhys, Jesus College, Oxford.
Hebrew - Professor G. Buchanan Gray, Mansfield College, Oxford.
French - Professor A. T. Baker, Sheffield.
German - Professor W. Rippmann, London.
Arabic - Professor D. S. Margoliouth, M.A., Oxford.
Sanskrit - Professor A. A. Macdonell, Oxford.
History - O. M. Edwards, Esq., M.A., Lincoln College, Oxford.
Philosophy - Professor G. F. Stout, St. Andrews. (Assistant Examiner:—G. R. T. Ross, Esq., Southampton.)
Mathematics - Professor A. G. Greenhill, London. (Assistant Examiner:—W. Gallatly, Esq., London.)
Physics - Professor L. R. Wilberforce, Liverpool. (Assistant Examiner:—C. G. Barkla, Esq., Liverpool.)
Chemistry - C. T. Heycock, Esq., Cambridge.
Zoology - A. C. Haddon, Esq., Cambridge.
Botany - Professor R. J. Harvey-Gibson, Liverpool.
Engineering - Professor J. T. Nicolson, D.Sc., M.I.C.E.
Geology - Professor W. W. Watts, Royal College of Science, South Kensington, London, S.W.
Theory of Education - Professor James Welton, Leeds.
Practice of Education - M. W. Keatinge, Esq., Oxford.
Mining and Mine Surveying - Professor Henry Louis, Newcastle-upon-Tyne.
Political Science - Professor S. J. Chapman, Manchester.
Agriculture - Professor James Wilson, Royal College of Science, Dublin.
Metallurgy - Professor J. O. Arnold, Sheffield.
Music - Professor Ebenezer Prout, London.
English Law - Principal Edward Jenks, Law Society, London.
Jurisprudence and Comparative Law - John Pawley Bate, Esq., Lincoln's Inn London.

STATISTICS, &c., SUPPLIED BY THE UNIVERSITY COLLEGES.

4.—UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

(*a*) STATISTICS OF STUDENTS, 1891–1907.

——	Total No. in College.	Men.	Women.	North Wales.	South Wales.	England, &c.	Taking Complete Degree Courses.
1907–8	444	227	217	79	270	95	414
1906–7	415	197	218	71	247	97	381
Annual Average for 1901–6	451	230	221	69	240	142	406
Annual Average for 1896–1901	410	224	186	66	185	159	388
Annual Average for 1891–6	268	154	114	44	110	114	—

(*b*) NUMBER OF STUDENTS pursuing Degree Courses of the University of Wales in the various Departments in the Session 1907–8.

	Inter.	Ord.	Spec.	Hons.	
Greek	21	13	5	6	Matric., 1; Elem. Grammar, 9; Do., Advanced, Sec. 12.
Latin	133	62	16	21	Matric, 12.
Hebrew	3	3	—	1	
Arabic	2	—	—	—	
German	10	6	2	2	Elem. German: Science, 11; Arts, 23.
French	96	42	31	18	
English	64	53	5	16	Matric., 8.
History	91	30	14	9	Matric., 6.
Welsh	29	14	6	6*	*Together with 3 members of the Spec. Class preparing simultaneously for Honours.
Law—Arts—					
English Law	—	25*	3†	—	*Of whom 13 are not Degree Students. †1 being an Ll.B. Student.
Jurisprudence	—	—	4‡	—	‡2 being Ll.B. Students.
Final Ll.B. Course—					
English Law	—	—	2§	—	§1 being an Ll.B. Student.
Political Science	—	40	—	2	
Philosophy	83	6	5	1	Postgraduate, 1.
Mathematics	Arts. 46	Pure 30	Pure 15	Pure & Appl. 2	
	Sci. 27	Appl. 14	Appl. 8		
Chemistry	Interm. 41	Final and Honours 34	Research and Postgraduate 4		
Physics	„ 32	Final 27	Honours 2*		*Also included in the Final Course.
Botany	„ 48	„ 12	„ 3		Nature Study and Matrics., 50.
Zoology and Geology.					
Zoology	„ 4	„ 5	Research 1		Nature Study, 40.
Geology		„ 14			Agric. Geology, 4.

(*c*) NUMBER OF STUDENTS pursuing various Courses in the Agricultural Department during Session 1907–8:—

Course.	1st year.	2nd year.	3rd year.	Total.
Degree	4	1	1	6
Diploma	—	4	—	4
Dairy Diploma	—	—	—	5
Short Course	—	—	—	41
Special Courses	—	—	2	2
Do. Dairy Course	—	—	—	1
Continuation Course	—	—	—	—
	4	5	3	59

The Dairy Diploma Course extends over one Session only.

In the Special Courses one 3rd year Student is preparing for the N.D.A., and one 3rd year Student is taking a selection of Classes not preparatory for any specific examination.

In the Special Dairy Course there is one Student preparing for the Diploma of the British Dairy Farmers' Association.

The Continuation Course does not commence until the Epiphany Term.

NOTE.—Four Students who have returned this Session for the *Advanced Short Course* are pursuing the Diploma Course in the 2nd year, and will proceed to the 3rd year Course next Session.

(*d*) NUMBER OF STUDENTS who passed Degree Examinations of the University of Wales in the various Departments in the years 1903-1907.

ARTS.	1903	1904	1905	1906	1907
Greek.—Inter.	12	14	11	20	20
Ordy.	6	4	11	11	8
Spec.	2	3	2	—	4
Hons.	3	1	2	1	4
Latin.—Inter.	78	74	71	55	55
Ordy.	34	46	53	39	38
Spec.	14	10	14	10	11
Hons.	4	5	4	5	6
Hebrew.—Inter.	6	1	5	2	3
Ordy.	1	3	3	—	—
Spec.	—	—	—	2	—
Hons.	—	—	—	—	—
Arabic.—Inter.	1	—	—	—	—
Ordy.	—	—	—	—	—
Spec.	—	—	—	—	—
Sanskrit.—Inter.	—	—	—	1	—
Ordy.	—	—	—	—	1
German.—Inter.	2	2	4	7	4
Ordy.	2	2	1	1	6
Spec.	—	—	1	—	—
Hons.	1	2	1	1	—
French.—Inter.	43	54	53	52	46
Ordy.	19	39	28	36	36
Spec.	5	17	19	20	21
Hons.	3	—	2	6	4
English.—Inter.	69	58	52	36	55
Ordy.	35	44	39	27	24
Spec.	5	10	21	13	12
Hons.	11	17	17	14	12
History.—Inter.	48	42	32	35	42
Ordy.	15	29	25	16	23
Spec.	1	6	9	—	1
Hons.	6	10	6	12	14
Welsh.—Inter.	13	29	12	16	13
Ordy.	5	7	14	7	14
Spec.	1	1	2	5	1
Hons.	3	1	—	9	5
English Law.—Faculty of Arts.—					
Ordy.	2	2	1	3	1
Spec.	—	—	—	—	1
Jurispr. and Comparative Law.—Faculty of Arts.—					
Ordy.	—	—	1	—	1
Spec.	—	—	—	—	1
Faculty of Law.—					
Eng. Law Part I. (Contract Tort & Crime)	—	2	—	1	1
Roman Law	—	2	—	—	2
Eng. Law Part II. (Real and Personal Property)	—	—	2	—	1
Comp. Constit. Law	—	—	2	—	—
Eng. Law Part III. (Principles of Equity)	—	—	—	1	—
Theory of Law and Legislation	—	—	—	1	—
Political Science.—Ordy.	10	11	29	27	33
Spec.	—	—	—	—	1
Hons.	—	—	2	6	3
Philosophy.—Arts.—					
Elem. Logic	85	21	—	—	—
Inter.	—	38	57	66	29
Ordy.	11	10	6	5	1
Spec.	1	1	—	—	1
Hons.	1	—	1	—	—
Science.—Elem. Logic.	22	2	—	—	—
Inter.	—	—	3	—	2
Ordy.	4	1	—	2	—
Spec.	—	—	—	—	—
Hons.	—	—	—	—	—
Mathematics.—Arts.—Pure.—Inter.	23	15	20	18	22
Ordy.	6	2	5	4	4
Spec.	2	2	2	2	1
Applied.—Ordy.	3	1	1	1	2
Spec.	—	1	—	1	—
Hons. (Pure and Appl.)	—	—	—	1	—
Science.—Pure.—Inter.	20	18	20	15	14
Ordy.	10	8	8	8	6
Spec.	6	8	8	9	6
Applied.—Ordy.	2	4	6	5	4
Spec.	1	2	1	4	6
Hons. (Pure and Appl.)	—	1	—	1	2
Chemistry.—Science.—Inter.	20	20	21	17	14
	Inorg. Org.	Inorg. Org.	Inorg. Org.	Inorg. Org.	Inorg. Org.
Final	11 6	10 6	13 7	7 6	11 6
Hons.	2	3	4	3	4
Arts.—Inter.	2	—	1	—	1

[*Continued*

Number of Students who passed Degree Examinations, &c.—*continued.*

Arts.	1903	1904	1905	1906	1907
Physics.—Arts.—Inter.	1	2	—	—	—
Science.—Inter.	20	20	11	20	16
Final	7	5	5	3	12
Hons.	1	1	—	2	1
Botany.—Arts.—Inter.	6	25	14	12	10
Science.—Inter.	7	6	9	7	6
Final	3	1	5	1	5
Hons.	—	—	2	—	—
Zoology.—Inter.	3	—	—	1	5
Final	1	3	1	—	—
Hons.	—	3	1	—	—
Geology.—Final	5	8	3	5	2
Hons.	1	1	—	—	1
Agric. Science.—Final	—	2	—	1	—
Education.—Special	1	5	5	4	3
Music.—Inter.	1	—	—	—	—
Final	—	—	1	—	—

(*e*) Analysis of Graduates from Session 1901–2 to Session 1906–7 (inclusive).

Grades.	1901–2.	1902–3.	1903–4.	1904–5.	1905–6.	1906–7.
M.A.	3	1	1	2	2	7
B.A.—						
1st Class	3*	2*	5	6	6	3
2nd Class	8	18	13	14	23	21
3rd Class	11	14	16	13	25	21
Pass	10	11	22	28	14	18
D.Sc.	—	—	1	—	—	—
B.Sc.—						
1st Class	—	1	2	—	—	2
2nd Class	2	1	2	5	2	3
3rd Class	1	2	1	1	4	3
Pass	5	9	9	5	3	9
Mus. Bac.	—	—	—	1	—	—
Ll.B.	—	—	—	—	1	—

* A Student in this instance took First Classes in the same year, but is only credited for one.

N.B.—In this Table credit is only given for one Honours, though many Students have gained double Honours.

A few Students are included among the pass graduates who afterwards took Honours.

(*f*) Degrees of the University of Wales gained by Students.

Grades.	1897-1901 (inclusive).		1902-1906.		1907.		Totals.	
M.A.		3		9		7		**19**
B.A.—								
1st Class	18		24		3		45	
2nd Class	33		81		22		136	
3rd Class	20	71	90	195	21	46	131	**312**
Pass		33		95		19		**147**
D.Sc.		1		1		—		**2**
B.Sc.—								
1st Class	4		3		2		9	
2nd Class	3		14		2		19	
3rd Class	1	8	12	29	4	8	17	**45**
Pass		20		35		11		**66**

(*g*) LONDON DEGREES gained by Students 1891–1906 inclusive.

Grades.	1891—1895 (inclusive).	1896—1901 (inclusive).	1902—1906 (inclusive).	Totals.
M.A.	17	8	17	**42**
B.A.—				
1st Class	7	9	4*	20
2nd Class	28	20	7	55
3rd Class	18	13	11	42 —— **117**
Pass	53	99	69	**221**
B.Sc.—				
1st Class	3	5	1	9
2nd Class	5	7	1	13
3rd Class	8	2	4	14 —— **36**
Pass	10	29	30	**69**

During this period **Eleven** former students took the D.Sc., one took the D.Litt., and seven took the M.B. degree of the University of London. A large number of former Students have taken Medical Degrees in the University of London and at the Scotch Universities. It should also be mentioned that several of the successes at the M.A. (London) were obtained usually by private study after leaving this College.

5.—UNIVERSITY COLLEGE OF NORTH WALES.

(*a*) LOCALITIES FROM WHICH STUDENTS COME.

Session.	Wales.		Outside Wales.	Total.
	North Wales.	South Wales.		
1894–5	96	31	51	178
1895–6	136	32	57	225
1896–7	160	36	62	258
1897–8	181	30	67	278
1898–9	211	40	74	325
1899–1900	200	34	71	305
1900–1	195	33	62	290
1901–2	239	24	67	330
1902–3	228	29	64	321
1903–4	242	32	56	330
1904–5	247	30	60	337
1905–6	245	24	61	330
1906–7	254	18	50	322

(*b*) NUMBER OF DEGREES obtained during the past Five Years.

Sessions 1902–3—1906–7.

Session.	University of Wales.			B.Sc. Pass.	B.Sc. Honours.	Total.	M.A.	B.D.	*D.Lit.* D.Sc.
	B.A. Pass.	B.A. Honours.	Total.						
1902–3	18	12	30	*1* 3	*2* 2	5	1	—	*1* —
1903–4	17	9	26	8	5	13	*1* 2	*1* 1	*1* 1
1904–5	16	19	35	*1* 7	*1* 6	13	*1* 5	*1* 1	*1* —
1905–6	10	29	39	*1* 8	*2* 3	11	8	*1 Hon.* 2	—
1906–7	20	13	33	*2* 5	3	8	6	2	—
Totals (Univ. of Wales)	81	82	163	31	19	50	17	6	1
Totals (Univ. of London)	—	—	—	*5*	*5*	—	*2*	*3*	*D.Sc. 2* *D.Lit. 1*

The figures for the University of London are in *italics*.

(c) ANNUAL AVERAGE NUMBER OF STUDENTS in regular daily attendance during past five Sessions.

Men	169
Women	109
	278

Of these, annual average number of—

Day Training College Students	114
Agricultural	22
Medical	3
Electrical Engineering	11
Theological	32

(d) NUMBERS OF STUDENTS pursuing University Courses.

Session.	Numbers pursuing University Courses.		Session.	Numbers pursuing University Courses.	
	Arts.	Science.		Arts.	Science.
1894–5	30	21	1901–2	140	44
1895–6	34	32	1902–3	138	56
1896–7	64	41	1903–4	141	67
1897–8	97	40	1904–5	155	58
1898–9	115	48	1905–6	159	57
1899–1900	121	47	1906–7	168	48
1900–1	113	41	1907–8	177	50

(e) OCCUPATIONS OF PARENTS of present Students, Session 1906–7.

Professions:		
Clergy and Ministers	27	
Professors and Lecturers	4	
Schoolmasters	18	
Doctors	4	
Lawyers	5	
Surveyors	3	
Engineers	4	
Chemists	4	
Journalists	3	
		72
Commercial Class:		
Merchants, Builders, &c.	21	
Commercial Travellers and Agents	15	
Retail Tradesmen	33	
Clerks and Officials	14	
		83
Agriculture:		
Farmers	50	
Working Men:		
Artisan, Mechanics and Workmen	59	
Quarrymen	32	
Labourers	4	
Soldiers	2	
Sailors	2	
		99

(f) VARIOUS VOCATIONS now pursued by old Students of the College.

Professions:		
Clergy and Ministers		210
Law:		
Barristers 1 / Solicitors 9		10
Medicine		34
Education:		
Professors, Lecturers and Teachers in Universities, University Colleges and higher educational institutions (including Technical Colleges)	58	
Head Teachers and Assistant Teachers in Secondary Schools	233	
Head Teachers and Assistant Teachers in Elementary Schools	483	
		774
Carried forward		1,028
Brought forward		1,028
Army Officers		3
Chemists, Analysts, &c.		8
Architects, Surveyors and Estate Agents		25
Journalists		3
Trade and Commerce		16
Agriculture		179
Engineering:		
Electrical Engineers 35 / Mechanical Engineers 6		41
		1,303

NOTE.—The total number of students registered since the opening of the College (excluding those now in residence) is 2,075.

Not accounted for - - - - - - - - - - - 772

Explained by:—

(a) Number of occasional Students.
(b) Deaths.
(c) Women married.
(d) Cases where no information is obtainable.

(*g*) AGES OF THE NEW STUDENTS admitted in Autumn Term, 1907.

I. *Students taking University Degree Courses:*

Years of Age.	No. of Students.
17	3
18	28
19	36
20	11
21	3
22	3
23	3
24	1
26	1
	89

II. *Students taking other Courses:*

Years of Age.	No. of Students.
16	2*
17	6
18	1
19	5
20	1
21	3
22	5
23	6
24	1
25	2
25–30	6
over 30	1
	39

* Both attending the Short Course in Agriculture.

(*h*) NUMBER OF STUDENTS FROM THE OPENING OF THE COLLEGE.

Session.	Total number of Students registered during the Session.	Session.	Total number of Students registered during the Session.
1884–5	58	1896–7	258
1885–6	90	(Day Training Department, 77)	
1886–7	127	1897–8	278
1887–8	124	(Day Training Department, 100)	
1888–9	98	1898–9	325
1889–90	112	(Short Course in Agriculture, 24)	
1890–1	117	1899–1900	305
1891–2	146	1900–1	290
1892–3	149	1901–2	330
1893–4	152	1902–3	321
1894–5	178	1903–4	330
(Day Training Department established, 30 students)		1904–5	337
		1905–6	330
1895–6	225	1906–7	322
(Day Training Department, 60)		1907–8	—

(*i*) NUMBER OF STUDENTS OF THE COLLEGE who have obtained First or Second Class Honours and of those who have taken the Degree of M.A. in the University of Wales as compared with the total number of such Honours taken in the University since its establishment.

Subject.	Bangor Totals.		Totals for the Three Colleges.	
	First and Second Class Honours.	M.A.	First and Second Class Honours.	M.A.
Greek	8	2	42	9
Latin	17	2	60	6
English	23	2	103	7
Welsh	10	6	29	9
French	17	3	40	4
*German	1	—	10	2
Hebrew	6	1	23	3
†History	5	1	72	9
Philosophy	6	2	25	7
Mathematics	5	1	22	1
Physics	9	—	20	—
Chemistry	18	—	35	—
Botany	4	—	7	—
Zoology	1	—	3	—

* Separate Department established in 1903.
† Provision for Honours work not made in College until 1899.

D. Sc. - - - - - 2 out of 6.

6.—UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

(*a*) A STATEMENT showing, for Arts Degrees awarded in 1907, the qualifying Courses, distributed between Intermediate, Ordinary, Special, and Honours.

Number of Graduates.	Intermediate.	Ordinary.	Special.	Honours.	Total Number of Courses.
49	225	132	52	31	440
Excluding Courses replaced by higher ones in the same subject.					
49	119	66	39	31	—

(*b*) AGES OF STUDENTS TAKING DEGREE COURSES.

Age.	Students entering for the first time on Degree Courses in 1907.	Graduates of 1907.
16 years and under 17	2	—
17 " " " 18	16	—
18 " " " 19	55	—
19 " " " 20	31	2
20 " " " 21	10	11
21 " " " 22	5	18
22 " " " 23	5	17
23 " " " 24	4	7
24 " " " 25	4	7
25 years and over	11	12
	143	74

NOTE.—Students in the Day Training Department cannot be admitted unless they are over 18.

(*c*) ANNUAL AVERAGE NUMBER OF STUDENTS in regular daily attendance during the past five sessions:—

Men	325
Women	159
Total	484

Of these, annual average number of:—

Day Training College students	157
Secondary " " "	15
Medical students	47
Higher Technological students	42
Music students	14

(*d*) TOTAL NUMBER OF DEGREES obtained during the past five years:—

B.A. Honours,	Wales	126
Pass	"	98
B.Sc. Honours	"	31
Pass	"	84
M.A.	"	16
D.Sc.	"	1
Mus.Bac. Pass	"	1

In addition to the above, 41 degrees were obtained at other Universities in faculties not yet organised in the University of Wales.

7.—ACCOUNTS OF THE COLLEGES

For the Year ending June 30th, 1907.

(a) UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

INVESTMENTS OF THE COLLEGE.

The details of the Investments are as follows:—

	£ s. d.
Legacy of the late Mr. W. Williams: £1,000 North British Railway 4 per cent. Preference Stock No. 2	£997 12 6
Donor—The late Mr. Henry Parnall: £2,500 4½ per cent. Debenture Stock (1875) of Great Western Railway Co.	2,800 0 0
From College Funds: £625 4 per cent. Preference Stock of London and North-Western Railway Company	620 2 6
Donor—The late Lord Aberdare: £295 ditto	300 0 0
Donor—Mr. Thomas Davies, Bootle: £492 ditto	500 0 0
Donor—The "Brereton Scholarship": 24 Cleveland and Pittsburg Railroad Company 7 per cent. Shares of 50 dollars each	329 2 0
Donor—The Mold Eisteddfod: 21 ditto ditto	287 19 3
Donor—North Wales Commercial Travellers' Scholarship: 50 ditto ditto	693 2 6
Donor—South Wales Commercial Travellers' Scholarship: £400 5 per cent. Preference Stock of Great Western Railway	502 13 6
Carried forward	7,030 12 3
Brought forward	£7,030 12 3
Donor—The late Mr. Henry Parnall, £2,500 Midland Railway Consolidated 4 per cent. Preference Stock	2,419 13 4
Donor—The late Mr. Peter Ellis Eyton: Legacy for Scholarship: £393 3s. 6d. 2¾ per cent. Consols	405 0 11
	£9,855 6 6
Placed by the late Mr. Edward Davies, Llandinam, on Mortgage on the Hall of Residence at 4 per cent. to meet the payments on account of the "David Davies, Llandinam," Scholarship	2,000 0 0
Placed by Mr. J. D. Perrott, on Loan, on the Hall of Residence at 4 per cent. to meet the payment on account of the "Perrott" Exhibition	250 0 0
	£12,105 6 6

In addition to the above investments, the sum obtained by the realisation under the provisions of the "National Debt Redemption Act of 1889" of the 3 per cent. Consols formerly held, amounting to £1,528 10s. 3d., is retained in hand awaiting re-investment, also the sum of £900 which has been received for the Mrs. Clarke Scholarship, £188 6s. 8d. legacy of the late Dr. Robert Gee, £267 the legacy of the late Mrs. Frances Williams, and the legacy of the late D. C. Keeling £1,000, making £3,883 16s. 11d., as shown in the Balance Sheet.

TREASURER'S CASH ACCOUNT in connection with the General Arts and Science, the Day Training and the Agricultural Departments, for the Session 1906-1907.

		£ s. d.	£ s. d.
To Receipts—			
Subscriptions—			
Lord Rendel		750 0 0	
Ditto (held over from last Session)		99 6 8	
Ditto (Rent of Grogythan Lands, less taxes)		22 0 0	
			871 6 8
General		87 0 0	
For Musical Department—			
1905-1906	£ 1 11 0		
1906-1907	14 7 11		
		15 18 11	
„ Law Department		98 4 0	
„ Scholarships	238 0 0		
„ Ditto (held over from last Session)	140 0 0		
		378 0 0	
			579 2 11
Dividends on Scholarship Funds		171 18 1	
Dividends on Investments		307 17 11	
Students' Fees		4,885 18 10	
Music Fees		23 5 0	
Extension Lectures		479 9 3	
Miscellaneous Receipts		72 3 10	
Advanced Dairy School		187 9 2	
Travelling Dairy Schools		60 0 0	
Fees for Analyses		68 16 0	
Treasury Grant	4,000 0 0		
Board of Agriculture Grant	800 0 0		
Board of Education— Grants on Account of King's Scholars	1,270 0 0		
		6,070 0 0	
Science and Art Department Grant		381 0 0	
			12,707 18 1
To Board of Education: King's Scholarships			1,470 0 0
To Balance to next Account			3,938 19 5
			19,567 7 1

	£ s. d.	£ s. d.
By Balance from last Account		2,357 9 10
By Payments on Account of—		
Salaries of College Staff	8,592 9 4	
Ditto ditto (Lord Rendel)	682 0 0	
Office Expenses, Salaries, &c.	770 11 6	
Scholarships and Exhibitions	1,394 13 4	
Museum and Laboratory	538 12 8	
Plant for Dairy Schools	40 1 10	
Experimental Garden and Field Experiments	25 8 4	
Veterinary Demonstration	12 15 0	
Library	245 11 0	
Repairs, Fixtures, etc.	211 7 6	
Insurance, Rates and Taxes	293 14 9	
Caretaking Expenses	323 0 10	
Coal and Gas	222 1 8	
Interest and Commission £550 6 4		
Ditto ditto Alexandra Hall 74 8 0		
	624 14 4	
Printing and Stationery	270 17 2	
Advertising	159 6 5	
Postages and Telegrams	85 3 6	
Travelling Expenses	195 6 0	
Medical Attendants on Normal Students	28 10 0	
Examination Expenses	65 3 5	
Expenses of Music Department	17 5 0	
Expenses of Law Department	448 6 4	
		15,246 19 11
By Grants to King's Scholars		1,470 0 0
„ Expenses of Practising work of Normal Students at Swansea		133 17 9
„ Honoraria to Head Teachers of Practising Schools		35 14 0
„ Subscriptions to Music Department held over to next Session	15 18 11	
„ Balance of Lord Rendel's Subscription held over to next Session	167 6 8	
„ Ditto Sir Alfred Jones ditto ditto	140 0 0	
		323 5 7
		£19,567 7 1

Examined, compared with the Books and Vouchers of the General Arts and Science, Day Training and the Agricultural Departments, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*,
Chartered Accountants,
31, Copthall Avenue, London, E.C.

8th September, 1907.

INCOME AND EXPENDITURE ACCOUNT for the Session 1906-1907.

		£	s.	d.
To Expenditure :—				
Debit Balance of Day Training Department Account, Session 1905-1906		574	4	3
Overdraft at Bank on account of Agricultural Department Account at 31st March, 1906, repaid by General College Account		270	6	10
To Payments on Account of :—				
Salaries of College Staff		4,818	2	6
Ditto (Lord Rendel)		682	0	0
Scholarships and Exhibitions		1,299	13	4
Museum and Laboratories		384	17	8
Library		183	0	0
Examinations		65	3	5
Repairs, Fixtures, &c.		155	6	0
Insurance, Rates and Taxes		276	2	1
Caretaking Expenses		242	2	11
Coal and Gas		165	1	8
Interest and Commission		437	13	7
General Expenses		679	2	4
Music Department Expenses		17	5	0
Law Department Expenses		448	6	4
To Amounts received during the year for Special Purposes not yet appropriated :—				
Lord Rendel's Subscription	£68 0 0			
Music Department	1 11 0			
		69	11	0
		£10,767	18	11

		£	s.	d.
By Receipts, viz. :—				
Subscriptions :—				
Lord Rendel		750	0	0
Rent of Grogythan Lands (Lord Rendel)		22	0	0
General		87	0	0
Music Department—Subscriptions, 1906-1907		1	11	0
Law Department		98	4	0
For Scholarships		208	0	0
„ Dividends on Scholarship Fund		171	18	1
Ditto on Investments		307	17	11
„ Students' Fees		3,378	12	10
Ditto Music Department		23	5	0
„ Miscellaneous Receipts		3	16	10
„ Treasury Grant for the year ending 30th June, 1907		4,000	0	0
„ Extension Lectures		44	19	3
„ Deficiency for the year		1,670	14	0
		£10,767	18	11

RESTORATION FUND ACCOUNT, 1906-1907.

	£	s.	d.	£	s.	d.
To Balance, viz. :—						
Loan in perpetuity from Mr. T. Davies, of Bootle, to provide endowment for the "Davies" lectureship of £50 per annum	2,000	0	0			
Overdraft at the National Provincial Bank of England, Limited	11,316	13	9			
				13,316	13	9
				£13,316	13	9

	£	s.	d.	£	s.	d.
By Balance of last Account				13,290	14	1
„ Payments on Account of :—						
Architect's Fees	16	5	0			
Sundry Payments in connection with the Edward Davies Memorial Building	9	14	8			
				25	19	8
				£13,316	13	9

BALANCE SHEET, 30TH JUNE, 1907.

Liabilities.

	£	s.	d.	£	s.	d.
To Overdraft at Bank				14,228	7	2
„ Loan from T. Davies, Esq., in perpetuity				2,000	0	0
„ Subscriptions not yet appropriated—						
Music Department	15	18	11			
Lord Rendel	167	6	8			
Sir Alfred Jones	120	0	0			
Anonymous	20	0	0			
				323	5	7
„ Dyeing Department Grants in hand				34	7	3
„ Excess of Assets over Liabilities, as at 30th June, 1906	64,191	2	8			
Less Deficiency for the year as per Income and Expenditure Account	1,670	14	0			
				62,520	8	8
				£79,106	8	8

Assets.

	£	s.	d.	£	s.	d.
By Land, College Buildings, Fixtures, Fittings and Furniture as at 30th June, 1906	61,970	12	6			
Expended during the year as per Restoration Account	25	19	8			
				61,996	12	2
„ Investments as per Schedule in Report	9,855	6	6			
„ Amounts on deposit at National Provincial Bank of England awaiting investment	3,883	16	11			
„ Ditto ditto ditto	2,250	0	0			
				15,989	3	5
„ College Library				1,073	11	10
„ Cash in hand of Registrar				10	0	0
„ Angus Testimonial Fund				3	2	3
„ Due from Geographical Department				33	19	0
				£79,106	8	8

We hereby certify that we have compared the Vouchers for the Receipts and Payments with the entries in the Books, and that the above Statements are correct. We have also examined and verified the Securities of the College, as set forth in the Report of the Council.

(Signed) JAMES FRASER & SONS, *Auditors*,
Chartered Accountants,
31, Copthall Avenue, London, E.C.

8th September, 1907.

AGRICULTURAL DEPARTMENT.

Dr. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st March, 1907. *Cr.*

	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
To Transfer of Debit Balance at 31st March, 1906, to General College Account				237	11	10	By Balance at 31st March, 1906				237	11	10
„ Board of Agriculture Grant	800	0	0				„ Salaries	1,124	17	0			
„ Grants from County Councils—							„ „ of Demonstrators	85	2	4			
For Extension Lectures (Agriculture)	187	10	0				„ „ of Clerk	80	0	0			
Ditto (Poultry Keeping)	50	0	0				„ Management and Office Expenses	100	0	0			
Ditto (Horticulture)	197	0	0				„ Travelling Expenses	195	6	0			
For Advanced Dairy School	187	9	2				„ Laboratory	30	0	0			
„ Travelling Dairy Schools	60	0	0				„ Plant	40	1	10			
„ Miscellaneous Receipts	0	7	0				„ Printing and Stationery	50	15	0			
„ Students' Fees	242	1	0				„ Incidental Expenses	102	2	1			
				1,724	7	2	„ Postages	12	15	6			
							„ Advertising	30	16	11			
							„ Expenses of Experimental Garden	25	8	4			
„ Balance at 31st March, 1907				215	1	7	„ Veterinary Demonstration	12	15	0			
							„ Bank Charges	32	17	9			
							„ Scholarships	15	0	0			
							„ Library	1	11	0			
											1,939	8	9
				£2,177	0	7					£2,177	0	7

ANALYTICAL DEPARTMENT.

Dr. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st March, 1907.

	£	s.	d.		£	s.	d.
To Transfer of Debit Balance at 31st March, 1906, to General College Account	32	15	0	By Balance at 31st March, 1906	32	15	0
„ Fees for Analyses	68	16	0	„ Salary of Analyst	30	0	0
„ Balance	31	4	0	„ „ Assistant	70	0	0
	£132	15	0		£132	15	0

Dr. AGRICULTURAL DEPARTMENT BALANCE SHEET, 31st March, 1907. *Cr.*

Liabilities.	£	s.	d.	*Assets.*	£	s.	d.
To Cash Balance (Overdraft at Bank) A sum of £38 12s. 3d., now in the hands of Mr. T. Parry, is to be submitted to arbitration.	246	5	7	By Deficiency for the year :—			
				Analytical Department	31	4	0
				Agricultural Department	215	1	7
	£246	5	7		£246	5	7

Examined, compared with the Books and Vouchers of the Agricultural Department, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*,
Chartered Accountants,
31, Copthall Avenue, London, E.C.

8th September, 1907.

DYEING DEPARTMENT.

STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 30th June, 1907.

	£	s.	d.		£	s.	d.
To Balance at 30th June, 1906	34	7	3	By Balance at 30th June, 1907	34	7	3
	£34	7	3		£34	7	3

Examined, compared with the Books and Vouchers of the College, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*.
Chartered Accountants,
31, Copthall Avenue, London, E.C.

8th September, 1907.

DAY TRAINING DEPARTMENT.

Dr. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 30th June, 1907. *Cr.*

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
To Transfer of Debit Balance, Session 1905-1906, to General College Account			574 4 3	By Balance
„ Grants from the Board of Education:—				„ Salaries of Teachers
(i.) Annual Grant	£ s. d. 1,270 0 0			„ Fees paid to College Professors
(ii.) Grants for Drawing and Science	381 0 0	1,651 0 0		„ Printing, Postage, and other expenses of Administration
„ Grants from the Board of Education for transmission to recognised Day Students not resident in a Hostel		1,470 0 0		„ Honoraria to Head Teachers of Practising Schools
„ Subscription from Corporation of Aberystwyth for Scholarships		30 0 0		„ Wages of Servants, Caretaking Expenses
„ Fees of 122 Students recognised by the Board of Education as Day Students		1,278 18 4		„ Fuel and Light
„ Sundry Receipts		68 0 0		„ Replacement of Furniture, Repairs
			4,497 18 4	„ Rates, Taxes, and Insurance
			5,072 2 7	„ Payment to recognised Day Students, not resident in a Hostel, of Grants from Board of Education
„ Balance			509 1 1	„ Interest
				„ Expenses of Practising Work at Swansea
				„ Other Current Expenditure not included in above:—
				Fees returned to Students
				Medical attendance
				Laboratories and Museum
				Library
				Scholarships
				Incidental Expenses
			£5,581 3 8	

	£ s. d.	£ s. d.
By Balance		574 4 3
„ Salaries of Teachers	858 6 8	
„ Fees paid to College Professors	1,606 0 10	
„ Printing, Postage, and other expenses of Administration	137 0 3	
„ Honoraria to Head Teachers of Practising Schools	35 14 0	
„ Wages of Servants, Caretaking Expenses	80 17 11	
„ Fuel and Light	57 0 0	
„ Replacement of Furniture, Repairs	56 1 6	
„ Rates, Taxes, and Insurance	92 0 8	
„ Payment to recognised Day Students, not resident in a Hostel, of Grants from Board of Education	1,470 0 0	
„ Interest	79 15 0	
„ Expenses of Practising Work at Swansea	133 17 9	
„ Other Current Expenditure not included in above:—	£ s. d.	
Fees returned to Students	13 13 4	
Medical attendance	28 10 0	
Laboratories and Museum	123 15 0	
Library	61 0 0	
Scholarships	80 0 0	
Incidental Expenses	93 6 6	
	400 4 10	
		5,006 19 5
		£5,581 3 8

Examined, compared with the Books and Vouchers of the Day Training Department, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*,
Chartered Accountants, 31, Copthall Avenue, London, E.C.

8th September, 1907.

MEN'S HOSTEL.

Dr. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 30th June, 1907. *Cr.*

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
To Fees of Students	123 14 3		By Balance from last Account	344 14 5
„ Receipts during Vacation	126 0 9		„ Provisions	232 6 3
„ Government Grant payable in respect of Normal Students at Hostel	320 0 0		„ Wages of Servants	46 11 0
		569 15 0	„ Washing	23 9 6
„ Balance		292 14 10	„ Furniture and Repairs	13 8 2
			„ Rent, Rates, Taxes, and Insurance	68 4 8
			„ Printing and Stationery	0 12 2
			„ Coal and Light	41 16 1
			„ Salary of Matron	40 0 0
			„ Sundries	4 2 7
			„ Postages	0 6 0
			„ Bank Charges	46 19 0
				517 15 5
		£862 9 10		£862 9 10

BUILDING AND FURNISHING ACCOUNT.

Dr. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 30th June, 1907. *Cr.*

	£ s. d.		£ s. d.
To Balance to next Account	667 10 1	By Balance from last Account	667 10 1
	£667 10 1		£667 10 1

Examined, compared with the Books and Vouchers of The Men's Hostel, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*,
Chartered Accountants, 31, Copthall Avenue, London, E.C.

8th September, 1907.

ALEXANDRA HALL.

STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 30th June, 1907.

	£ s. d.	£ s. d.	£ s. d.
To Fees of Students	5,871 14 8		
Less Board and Expenses—Swansea	58 0 0		
		5,813 14 8	
„ Ditto Government Grant payable in respect of Normal Students residing at the Hall		1,500 0 0	
			7,313 14 8
„ Receipts during Vacations			638 5 0
			£7,951 19 8

	£ s. d.
By Provisions	3,205 6 1
„ Wages of Servants	685 5 9
„ Washing	266 7 11
„ Furniture and Repairs	399 5 7
„ Rent, Rates, Taxes, and Insurance	207 0 1
„ Printing and Stationery	17 11 2
„ Fuel and Light	627 18 6
„ Salaries of Warden, Sub-Warden, and Matron	355 0 0
„ Sundries	63 19 3
„ Postage	5 3 1
„ Proportion of Office Expenses	60 0 0
	5,892 17 5
„ Interest on Loans	1,013 5 6
„ Balance	1,045 16 9
	£7,951 19 8

Examined, compared with the Books and Vouchers of the Alexandra Hall, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*,
Chartered Accountants, 31, Copthall Avenue, London, E.C.

8th September, 1907.

ALEXANDRA HALL BUILDING AND FURNISHING ACCOUNT.

STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 30th June, 1907.

	£	s.	d.	£	s.	d.		£	s.	d.
To Balance, viz.:							By Balance of last Account	25,245	9	0
Overdraft at National Provincial Bank of England, Limited	18,880	9	0				,, Payments on account of Building	280	0	0
Loan from the late Mr. Edward Davies, of Llandinam, being the capital sum of the "David Davies" Scholarship Fund, the interest on which is to be paid to the Scholarship Fund of the College	2,000	0	0							
Loan from Miss Carpenter, Lady Principal of the Hall	1,300	0	0							
Loan from Mr. J. D. Perrott, being the Capital sum of the "Perrott Exhibition"	250	0	0							
Loan from the Trustees of the late Mr. Edward Davies, Llandinam, being the Capital sum of the Montgomeryshire County Schools Bursaries Fund	2,545	0	0							
Loan from Professor Marshall	450	0	0							
,, ,, Doctor Fleuré	100	0	0							
				25,525	9	0				
				£25,525.	9	0		£25,525	9	0

Examined, compared with the Books and Vouchers of the Alexandra Hall, and found to be in accordance therewith.

(Signed) JAMES FRASER & SONS, *Auditors*, Chartered Accountants,
31, Copthall Avenue, London, E.C.

8th September, 1907.

(b) UNIVERSITY COLLEGE OF NORTH WALES.

STATEMENT OF ACCOUNTS for the Year ending June 30th, 1907.

INCOME ACCOUNT for the Year ending June 30th, 1907.

1906.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
July 1. To Balance at debit of Account				1,591	17	2	By Government Grant				4,000	0	0
To Salaries and Wages:							,, Interest and Dividends				1,699	18	8
Salaries	6,955	13	4				,, College Fees:						
Surplus Fees paid to Professors	189	1	11				Class Fees	2,642	16	6			
Wages of Porters, &c.	454	17	4				Registration Fees	170	16	0			
				7,599	12	7	Elementary Class Fees	3	12	0			
,, Grant to Scholarship Account				200	0	0	Apparatus Fees	49	10	0			
,, Repairs and Maintenance of Buildings, Grounds, and Furniture (including £6 6s. 0d. Architect's charges)				143	14	5	Laboratory Fees	313	5	0			
,, Maintenance of (1) Laboratories	194	10	10				Farm Fees	37	16	0			
(2) Museums	53	7	5					3,217	15	6			
				247	18	3	*Less*—Fees due to £ s. d.						
,, Electrical Engineering Department, Apparatus				40	6	3	(1) Day Training Department 1,153 16 0						
,, Rent, Rates, and Taxes				340	8	1	(2) Kindergarten Account 52 11 0						
,, Heating, Lighting, and Materials for Cleaning				328	11	2	(3) Agricultural Department 173 7 2						
,, Insurance				40	17	10		1,379	14	2			
,, Grants to College Societies				87	2	0					1,838	1	4
,, Library—Annual Grant				150	0	0	,, Local Fees for London University Matriculation Examination				30	0	0
,, Expenses of London University Matriculation Examination				18	4	0	,, Day Training Department, Contribution for 1906-7				3,386	2	2
,, Printing, &c.:							,, Agricultural Department, Contribution for 1906-7				50	0	0
Printing and Stationery	215	13	1				,, Trust Funds—Contribution for Administration and Management Expenses				31	6	6
Calendar	94	14	6				,, Lodging Houses—Registration Fees	9	2	0			
Advertising	79	4	11				*Less*, Expenses of Inspection	6	15	6			
				389	12	6					2	6	6
,, General Expenses:							,, Miscellaneous Receipts				5	8	1
Postages and Sundries	59	11	8				,, Electrical Engineering Fund, for cost of Department for 1906-7				170	6	3
Use of Rooms		—					,, Isaac Roberts Fund:						
Travelling Expenses	1	19	5				Amount received from Executors for 1905-6	217	6	0			
Telephone Subscriptions	14	16	0				*Less*, Transferred to Scholarship Account for Isaac Roberts Scholarship	50	0	0			
Bank Commission and Cheque Books	5	2	2								167	6	0
				81	9	3					11,380	16	4
,, Day Training Department: Payment to Account of Department for deficit for the year				1,836	2	2	1907. June 30. By Balance, deficit to date				1,714	19	4
				£13,095	15	8					£13,095	15	8

CADWALADR DAVIES LOAN FUND—Account to June 30th, 1907.

		£	s.	d.			£	s.	d.
	To Loan	20	0	0		By Legacy under Will of the late Mr. W. Cadwaladr Davies	100	0	0
	,, Cheque Book	0	1	0		,, Bank Interest to date	2	15	7
1907. June 30	,, Balance	82	14	7					
		£102	15	7			£102	15	7

LIBRARY ACCOUNT for the Year ending June 30th, 1907.

		£	s.	d.			£	s.	d.	£	s.	d.
	To Purchase of Books	252	11	4	1906. July 1st.	By Balance at Bank				16	5	1
	,, Binding Books	18	9	7		,, Annual Grants:						
	,, Newspapers	3	6	0		From General Account	150	0	0			
	,, Cataloguing Expenses and Assistance in Library	20	12	3		,, Day Training Dept.	15	0	0			
	,, Printing and Stationery	10	9	8		,, Agricultural Dept.	5	0	0			
	,, Sundries	2	11	2						170	0	0
	,, Bank Charges	1	9	6		,, Special Grant: From General Account	200	0	0			
		309	9	6						200	0	0
1907. June 30.	To Balance at Bank	145	11	3		,, Donation				50	0	0
						,, Reader's Subscription				11	3	1
						,, Fines				4	17	8
						,, Sale of Surplus Books					—	
						,, Bank Interest				2	14	11
		£455	0	9						£455	0	9

WELSH LIBRARY ACCOUNT for the Year ending June 30th, 1907.

		£	s.	d.			£	s.	d.	£	s.	d.
	To Purchase of Books	188	1	9	1906. July 1st.	By Balance at Bank	10	19	8			
	,, Binding Books		—			,, Do. in Assistant Librarian's hands	3	19	3			
	,, Printing and Stationery	2	5	0						14	18	11
	,, Salary	52	10	0		,, Annual Grant				100	0	0
	,, Travelling Expenses, Carriage of Books and Sundries	7	2	11		,, Subscriptions (Special Fund)				76	17	0
	,, Bank Charges		—							191	15	11
					1907. June 30th.	,, Balance due to Bank	51	4	9			
						,, ,, due to Assistant Librarian	6	19	0			
										58	3	9
		£249	19	8						£249	19	8

SCHOLARSHIP ACCOUNT for the Year ending June 30th, 1907.

		£	s.	d.			£	s.	d.
1906 July 1st.	To deficit to date	3,030	3	6	1906. July 1st.	By Balance at Bank	106	8	0
	,, Scholarships, Exhibitions and Prizes	1,169	5	4		,, Grant from General Account	200	0	0
	,, Balance at Bank — Subscriptions and Interest paid in advance	194	12	10		,, Subscriptions and Donations (including annual subscriptions)	18	8	0
						,, Subscriptions and Donations for Special Scholarships and Exhibitions	146	6	3
						,, Terminable Annuity	95	0	0
						,, Interest and Dividends on Scholarship and Trust Funds	542	3	6
							£1,108	5	9
					1907. June 30th.	,, Deficit to date	3,285	15	11
		£4,394	1	8			£4,394	1	8

AGRICULTURAL DEPARTMENT.

STATEMENT OF ACCOUNTS for the Year ending March 31st, 1907.

	£ s. d.		£ s. d.
To Salaries	1,247 10 0	1906. April 1. By Balance at Bank	409 8 4
„ Advertising	0 4 6	„ Government Grants	800 0 0
„ Printing and Stationery	42 8 0	„ Subscriptions and Donations	91 19 8
„ Organisation and Travelling Expenses	17 15 1	„ Class Fees (In-College)	145 0 0
„ Grants for Class and Laboratory Expenses and Library	18 0 0	„ Grants from County Councils:	
„ Exhibitions and Prizes	410 2 0	Anglesey (two years) £300 0 0	
„ Extension Lectures	80 2 4	Carnarvonshire 360 0 0	
„ Field Experiments	137 3 5	Denbighshire 200 0 0	
„ Dairying:		Flintshire 250 0 0	
Maintenance of fixed and travelling Dairy Schools £116 0 11		Montgomeryshire 70 0 0	1,180 0 0
Dairy School Exhibitions 75 14 0		„ Miscellaneous Receipts	0 2 6
Dairy School Examinations 5 8 10	197 3 9	„ Bank Interest	6 7 5
„ Apparatus and Specimens	6 1 11		
„ General Account—Annual Contribution	50 0 0		
„ Postages and Sundries	37 4 11		
„ Bank Charges	0 8 4		
	£2,244 4 3		
1907. March 31. To Balance at Bank	388 13 8		
	£2,632 17 11		£2,632 17 11

FORESTRY DEPARTMENT.

	£ s. d.		£ s. d.
To Salary	250 0 0	1906. April 1. By Balance at Bank	104 12 2
„ Travelling Expenses	39 7 6	„ Government Grant	250 0 0
„ Books, Apparatus and Materials	18 14 5	„ Subscriptions (including payments in advance)	166 6 0
„ Printing and Stationery	1 1 9	„ Repayment of Expenses	12 10 3
	£309 3 8		
1907. March 31. To Balance at Bank	224 4 9		
	£533 8 5		£533 8 5

STATEMENT OF THE FINANCIAL POSITION OF THE DEPARTMENT on March 31st, 1907.

Liabilities.	£ s. d.	*Assets.*	£ s. d.
To Balances due to County Councils:		By Balances due by County Councils:	
Carnarvonshire	25 16 8	Anglesey	4 6 8
Flintshire	12 6 2	Denbighshire	197 9 9
	£38 2 10	By Balance at Bank:	
To Balances in favour of the Department:		General Agricultural Account £388 13 8	
General Agricultural Account £552 7 3		Forestry Department 224 4 9	612 18 5
Forestry Department 224 4 9	776 12 0		
	£814 14 10		£814 14 10

12th April, 1907.

Examined and found correct,

WILLIAM JOHN PARRY, F.C.A., *Auditor.*

COLLEGE FARM.

STATEMENT OF ACCOUNTS for the Year ending November 12th, 1906.

CAPITAL ACCOUNT.

	£ s. d.		£ s. d.
To Preliminary and Organisation Expenses to date	66 15 5	By Donations and Subscriptions to date	4,092 18 0
„ Bank Interest on overdraft to date	263 1 0	„ Anglesey and Carnarvonshire Dairy Institute Fund (surplus handed over to form fund for improvement of breed of Welsh Black Cattle)	177 16 0
	329 16 5		
1906. November 12th. To Balance	3,940 17 7		
	£4,270 14 0		£4,270 14 0

COLLEGE FARM—*continued.*

WORKING ACCOUNT.

1905.	£ s. d.	£ s. d.
Nov. 12th. To Valuation of Stock, &c.		4,458 0 9
,, Expenditure on—		
I. Implements:		
Implements and Machinery	41 0 8	41 0 8
II. Live Stock:		
Horses	48 5 0	
Cattle	114 14 9	
Sheep	312 3 3	475 3 0
III. Feeding Stuffs, &c.:		
Feeding Stuffs	389 9 10	
Seeds (Corn, Grass, Potatoes, &c.)	68 17 11	
Manures	105 18 4	564 6 1
Repairs and Renewals		31 11 1
Wages		756 15 1½
Rent, Rates and Taxes		547 3 7
Coal and Fuel		16 17 2
Insurance		19 5 7
Valuer's Fee		4 4 0
Bank Charges		2 3 6
Discount		3 12 6
Fencing		20 2 0
Debts not recoverable		20 6 9
Sundries:		
Gas	33 18 8	
Vet. attendance and medicine for stock	32 18 6½	
Service Fees	19 5 1	
Entry Fees and Subscriptions to Agricultural Societies	22 16 6	
Sulphate of Copper	5 18 0	
Railway Carriage	10 9 6	
Travelling expenses	25 10 0	
Other items	43 10 11	194 7 2½
		7,154 19 0
To Balance		86 15 9
		£7,241 14 9

	£ s. d.	£ s. d.
By Income from		
I. Sale of Live Stock:—		
Horses	186 7 6	
Cattle	322 6 3	
Sheep	1,252 8 10	1,761 2 7
II. Sale of Produce:—		
Dairy Produce	433 10 4	
Potatoes	58 0 1	
Hay	13 0 11	
Grain	82 12 7	
Mangels and Swedes	0 13 0	587 16 11
Sale of Manure		10 6 6
Sale of Implements		12 3 6
Government Grant		200 0 0
Grants from Carnarvonshire County Committee towards cost of experiments		40 0 0
Farm Fees		33 12 0
Miscellaneous Receipts		1 0 0
Prizes		52 14 0
		2,698 15 6
1906.		
Nov. 12th. By Valuation of Stock, &c.		4,542 19 3
		£7,241 14 9

BALANCE SHEET.

Liabilities.	£ s. d.	£ s. d.
To Capital Account—Balance		3,940 17 7
,, North and South Wales Bank—Overdraft		476 12 3
,, Surplus on Working Account for the Year	86 15 9	
Add: Surplus on Working Account to November 12th, 1905	131 7 8½	218 3 5½
		£4,635 13 3½

Assets.	£ s. d.	£ s. d.
By Valuation on November 12th:—		
Horses	478 0 0	
Cattle	1,083 0 0	
Sheep	1,581 16 0	
Green crops	214 9 3	
Corn, Hay and Straw	843 8 6	
Implements, Harness and Tools	342 5 6	4,542 1[illegible] [illegible] 3
,, Milk money in hand		3 11[illegible] 5
,, National Provincial Bank—Balance		15 [illegible] 1
,, Debts due to Farm at date		73 18[illegible] 6½
		£4,635 [illegible] 13 3½

31*st December*, 1906.

Examined and found correct,
WM. JNO. PARRY, F.C.A., *Au[illegible]ditor.*

DAY TRAINING DEPARTMENT.

STATEMENT OF ACCOUNTS for the Year ending 30th June, 1907.

	£ s. d.	£ s. d.
To Expenses of Administration:		
Advertising	14 12 10	
Printing and Stationery	20 1 2	
Postages and Sundries	17 2 8	
Travelling Expenses	19 10 10	71 7 6
,, Salaries		1,056 1 8
,, School Practice Expenses		7 3 5
,, Grant to Library		15 0 0
,, Furniture, Fittings, and Apparatus		13 14 9
,, Woodwork Classes—Rent of Workshop		8 0 0
,, Grants to King's Scholars		1,754 0 0
,, Exhibitions		30 0 0
,, Special Examination of Two Year Students—Examiners' Fees and Expenses		62 16 10
,, Kindergarten Account—Annual Contribution		60 0 0
,, Contribution due to General Account (for Rent, Rates and Taxes, for Fuel and Light, for Fees due to Professors, and for General Expenses)		3,386 2 2
,, Bank Charges		5 16 6
		£6,470 2 10

	£ s. d.	£ s. d.
1906.		
July 1st. By Balance due by Kindergarten Account	266 2 11	
,, Balance at Bank	418 7 3	684 10 2
,, Grants from Board of Education—		
(*a*) For the Committee	1,356 0 0	
(*b*) For the King's Scholars	1,734 0 0	3,090 0 0
,, Fees of Students—		
King's Scholars	1,130 0 0	
Secondary Training Course Fees	20 0 0	
Fees of other Students	3 16 0	
	1,153 16 0	
Less, Fee repaid	6 13 4	1,14[illegible] 2 8
,, Special Examination of Two Year Students, Fees		25 10 0
,, Bank Interest		13 6 6
		4,960 9 4
1907.		
June 30th. ,, Balance—Deficit—		
Due to General Account	1,836 2 2	
Less, Due by Kindergarten Account £280 10 4		
Balance at Bank 45 18 4	326 8 8	1,509 13 6
		£6,470 2 10

PREPARATORY SCHOOL AND KINDERGARTEN.

STATEMENT OF ACCOUNTS for the Year ending 30th June, 1907.

CAPITAL ACCOUNT.

	£ s. d.	£ s. d. To June 30, 1906.	£ s. d. 1906–7	£ s. d.
To Expenditure—				
Goodwill of Schools	150 0 0			
Less written off	150 0 0			
„ Furniture, Fittings and Apparatus		137 11 11	9 12 3	147 4 2
„ Alterations at Fairlawn		14 0 0		14 0 0
„ Cost of Lease		3 10 0		3 10 0
				£164 14 2

	£ s. d.
By Advance from Day Training Department Account	164 14 2
	£164 14 2

INCOME ACCOUNT.

1906.	£ s. d.
July 1st. To Balance, deficit to date	63 11 6
„ Salaries	265 7 6
„ Rent, Rates and Taxes	63 0 4
„ Heating, Lighting and Cleaning	28 5 0
„ Repairs and Renewals	24 10 6
„ Printing, Stationery and Materials	21 14 7
„ Advertising	3 19 6
„ Sundries and Incidental Expenses	5 12 9
„ Bank Charges	—
„ Goodwill Account, amount written off	30 0 0
	£506 1 8

	£ s. d.	£ s. d.
By School Fees and Receipts from Pupils		277 14 6
„ Fees of Students		52 11 0
„ Day Training Department—Annual Contribution		60 0 0
		390 5 6
1907. June 30th. „ Balance—deficit:		
Advanced by Day Training Department	101 8 9	
Balance due to Bank	14 7 5	
		115 16 2
		£506 1 8

PERMANENT BUILDINGS FUND.

ACCOUNT to 30th June, 1907.

	To June 30, 1906. £ s. d.	1906–7. £ s. d.	TOTAL. £ s. d.
To Preliminary Expenses:			
Architects' Report on Sites, Printing, &c.	92 9 3		92 9 3
„ Site:			
Purchase of additional land in Bishop's Park	4,522 10 0		
Legal Costs	54 14 6		
Walls and Railings	314 15 9		
Planting (trees and shrubs)	61 15 7	0 14 0	
Rates and Taxes	4 16 10	4 3 4	
	4,958 12 8		
Less Rent of land received	5 15 0		
	4,952 17 8	4 17 4	4,957 15 0
„ Plans:			
(*a*) Preliminary Sketch Plans— Salary of Draughtsman, Drawing Materials, Copies of Plans, &c.	103 15 0		
(*b*) Competition for Plans: Advertisements, Printing, Postages and Sundry Expenses	20 17 10	11 4 10	
Plans and Level of Sites for competing Architects		24 9 2	
Assessor's Fee		150 0 0	
Premiums to competing Architects (3)		450 0 0	
	124 12 10	635 14 0	760 6 10
„ Sundries		2 6 9	
„ Bank Charges	0 5 2	0 8 4	3 0 3
„ Expenses of Organisation:			
Salary of Organising Secretary and Clerk	1,372 0 4	354 12 9	
Printing and Stationery	348 12 10	25 16 7	
Office, Furniture & Fittings	77 7 9	7 19 9	
Rent, Lighting & Cleaning	167 0 0	48 3 10	
Telephone Subscriptions	27 4 0	6 16 0	
Expenses of Meetings	53 9 10	4 17 0	
Expenses of Organisation and Local Committees	60 0 11		
Postages and Sundries	154 8 3	34 0 0	
Proportion of Audit Fee	2 2 0	2 2 0	
Bank Charges	2 8 9	0 10 9	
	2,264 14 8	484 18 8	2,749 13 4
1907. June 30th. To Balances:			
Invested		13,000 0 0	
At Banks		2,644 14 9	15,644 14 9
			£24,207 19 5

	£ s. d.	£ s. d.
By Subscriptions received:		
(1) To June 30th, 1906	19,408 11 11	
(2) During year ending June 30th, 1907	3,958 15 1	
		23,367 7 0
„ Interest:		
(*a*) On Investments— To 1905–6	345 18 9	
1906–7	407 1 2	
(*b*) Bank Interest— To 1905–6	69 16 11	
1906–7	17 15 7	
		840 12 5
		£24,207 19 5

Balance Sheet and Property Account, June 30th, 1907.

		Up to June 30, 1906.	During year ending June 30, 1907.	TOTAL.
		£ s. d.	£ s. d.	£ s. d.
To Donations for General Fund, as per Statement of Subscriptions		29,429 3 5		29,429 3 5
„ Subscriptions for Permanent Building Fund, as per Statement of Subscriptions (including interest)		19,824 7 7	4,383 11 10	24,207 19 5
„ Donations for Scholarship Fund:				
(1) Penrhyn Quarrymen	£1,012 12 5			
Dinorwic Quarrymen	246 2 0	1,258 14 5		1,258 14 5
(2) Legacies: Mr. David Williams, Liverpool		250 0 0		
Right Hon. Sir George Osborne Morgan		200 0 0		638 6 8
Dr. Robert Gee		188 6 8		
(3) Piercy Trustees, for Piercy Scholarship		1,000 0 0		1,000 0 0
To Donation for Welsh Chair Endowment Fund		10 0 0		10 0 0
„ Profits of Sales on Consols and Railway Stock		2,917 18 3		2,917 18 3
„ Bequest under the Will of Dr. Evan Thomas, Manchester		†47,596 5 3		42,596 5 3
„ Dean Edwards Memorial Fund		906 15 9		906 15 9
„ Powis Memorial Fund		206 9 0		206 9 0
„ R. A. Jones Memorial Fund		571 16 0		571 16 0
„ North Wales Scholarship Association Prize Fund		138 9 6	4 7 0	142 16 6
„ William Griffith Prize Fund		50 0 0		50 0 0
„ Osborne Morgan Fund—Donation		2,500 0 0		2,500 0 0
„ George Rae Lectureship Fund—Donation		1,500 0 0		1,500 0 0
„ John Hughes Scholarship Fund—Legacy		5,108 15 1		5,108 15 1
„ Richard Hughes Scholarship Fund—Legacy		1,500 0 0		1,500 0 0
„ Cadwaladr Davies Loan Fund - Legacy and Interest		101 0 0	1 14 7	102 14 7
„ Electrical Engineering Fund:				
Drapers' Company's Grants	£1,100 0 0			
Less, Expenditure on Department	1,049 18 3			50 1 9
„ Marine Station Fund—Donation		5 0 0		5 0 0

			Up to June 30, 1906.	During year ending June 30, 1907.	TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
By Expenditure on Capital Account:					
Buildings, Alterations and Improvements	6,900 13 2				
Less Repayment to Capital for New Buildings	172 0 0		6,728 13 2		6,728 13 2
Furniture, Fittings and Apparatus			5,386 16 0	40 6 10	5,427 2 10
Fisheries Department			35 0 0		35 0 0
Expenditure charged on Manchester Bequest for Buildings, Furniture and Books for Library			7,251 0 1	300 0 0	7,551 0 1
Purchase of Terminable Annuity			1,000 0 0		1,000 0 0
General Expenses:					
Preliminary and General Expenses of Organization			1,479 18 0		
Expenses of Local Committees			104 6 3		
Library Account			100 14 8		
Expenses of Charter			292 0 7		
„ Lease			36 8 0		
„ University Conference			76 1 3		
Suspense Account			33 16 0	229 7 6	2,352 12 3
Site and Permanent Buildings:					
Preliminary Expenses, Plans, &c.			92 9 3	3 0 3	
Additional Land, Walling, &c.			4,952 17 8	4 17 4	
Plans, &c.			124 12 10	635 14 0	
Organization Expenses, Building Fund			2,264 14 8	484 18 8	8,563 4 8
Total Expenditure					31,657 13 0
By Balances at Credit of Capital Accounts:					
1. Building and Endowment Fund: Invested as follows: Manchester Chief Rents				12,675 5 11	
London Trust Co. (Ltd.), Debenture Stock				3,482 7 9	16,157 13 8
2. General Scholarship Fund— Invested: London Trust Co. (Ltd.), Debenture Stock				1,674 10 11	
Llandudno Chief Rents				2,392 11 3	4,067 2 2
3. Welsh Chair Endowment Fund—Invested: Llandudno Chief Rents				10 0 0	10 0 0
4. Dean Edwards Memorial Fund—Invested: Llandudno Chief Rents				895 15 9	
Midland Ry. 2½% Stock				11 0 0	906 15 9
5. Powis Memorial Fund—Invested: Llandudno Chief Rents				206 9 0	206 9 0
6. R. A. Jones Memorial Fund—Invested: Llandudno Chief Rents				523 8 6	
Midland Ry. 2½% Pref. Stock				48 7 6	571 16 0
7. North Wales Scholarship Association Prize Fund— Invested: Llandudno Chief Rents				121 13 6	
Midland Ry. 2½% Pref. Stock				21 3 0	142 16 6
8. William Griffith Prize Fund—Invested: Llandudno Chief Rents				50 0 0	50 0 0
9. Osborne Morgan Fund—Invested: Llandudno Chief Rents				1,271 4 4	
Mortgage				1,228 15 8	2,500 0 0

NOTE.—DEFICITS:

Income Account	1,714 19 4		
Scholarship Account	3,285 15 11		
		5,000 15 3	
Balances at Banks		2,239 12 11	
		£7,240 8 2	
Advanced from General Purposes Fund, as per other side	4,457 17 1		
Balances of Capital Fund uninvested (see items marked * on other side)	2,782 11 1		
		£7,240 8 2	

† £5,000 of this sum was transferred to the Permanent Buildings Fund

			£
10. George Rae Lectureship Fund—Invested: Llandudno Chief Rents	1,500 0 0		1,500 0 0
11. John Hughes Scholarship Fund—Invested:			
London Brighton and S. Coast Railway 5% Stock (£2,000)	3,159 8 4		
South Eastern Railway 4½% Stock (£1,000)	1,401 11 8		
L. & Y. Railway 3% Preference Stock (£401)	367 18 2		
Midland Railway 2½% Preference Stock	179 16 11		
		5,108 15 1	
12. Richard Hughes Scholarship Fund—Invested: Mortgages	1,500 0 0		1,500 0 0
13. Cadwaladr Davies Loan Fund— Loan	20 0 0		
*Uninvested	82 14 7		
		102 14 7	
14. Electrical Engineering Fund—*Uninvested	50 1 9		50 1 9
15. Marine Station Fund—*Uninvested	5 0 0		5 0 0
16. General Purposes Fund—Invested as follows:			
Midland Railway 2½% Preference Stock	477 19 3		
Birmingham Canal Navigation Consolidated Stock (£500)	631 10 6		
Queensland Government 3½% Stock (£2,500)	2,275 4 10		
South Australian Government 3½% Stock (£2,500)	2,432 13 1		
Victorian Government 3½% Stock (£2,500)	2,429 10 5		
Mersey Dock Bond (£5,000) at 3⅛%	4,762 11 0		
Mortgages	17,053 17 8		
Advanced for deficits (see other side)	4,457 17 1		
		34,521 3 10	
17. Permanent Buildings Fund—Invested: Mortgages	6,200 0 0		
Loans to Corporation of Bangor	6,800 0 0		
*Uninvested	2,644 14 9		
		15,644 14 9	
			£114,702 16 1

Examined and found correct, the Securities for the Invested Funds having been produced,

WILLIAM JOHN PARRY, F.C.A., *Auditor*.

10th October, 1907.

CAPITAL FUNDS—STATEMENT OF RECEIPTS AND PAYMENTS for the Year ending 30th June, 1907.

	£ s. d.	£ s. d.
To Payments on Capital Accounts:		
General Purposes Fund:		
Furniture and Fittings	40 6 10	
Grants to Library:		
Welsh Library	100 0 0	
General	200 0 0	
Suspense Account	229 7 6	
		569 14 4
,, Transfers on account of deficits on Income and Scholarship Accounts		149 12 10
,, Cadwaladr Davies Loan Fund:		
Loan		20 0 0
,, Electrical Engineering Fund:		
Transfer to Income Account		170 6 3
,, Permanent Buildings Fund:		
Payments, as per Statement		1,128 8 1
Invested: Loans to Corporation of Bangor		1,300 0 0
		£3,338 1 6
1907. June 30. To Uninvested Balances of Capital Funds		2,782 11 1
		£6,120 12 7

	£ s. d.
1906. July 1. By Capital Funds—Uninvested Balances	1,015 16 0
,, Receipts on Capital Accounts:	
General Purposes Fund:	
Mortgages repaid	715 3 2
North Wales Scholarship Association Prize Fund:	
Amount of Prize not awarded added to Fund	4 7 0
Cadwaladr Davies Loan Fund:	
Interest (less 1/- for cheque book)	1 14 7
Permanent Buildings Fund:	
Receipts, as per Statement	4,383 11 10
	£6,120 12 7

STATEMENT OF THE SUBSCRIPTIONS PROMISED AND PAID TO ALL FUNDS up to June 30th, 1907.

FUND.	Amount promised to June 30, 1906.	Amount promised during the year ending June 30, 1907.	Total promised.	Total amount paid to June 30, 1907.	Amount outstanding.	Analysis of amount outstanding.	
						Recoverable.	Irrecoverable.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
I. Capital Funds:							
(1) General	35,759 18 10		35,759 18 10	29,429 3 5	6,330 15 5		6,330 15 5
(2) Permanent Buildings Fund*	40,949 17 0	5,665 6 11	46,615 3 11	23,367 7 0	23,247 16 11	23,247 16 11	
(3) Scholarship:							
(a) Contributed by Penrhyn and Dinorwic Quarrymen	1,785 6 9		1,785 6 9	1,258 14 5	526 12 4		526 12 4
(b) Legacies:							
Mr. David Williams, Liverpool	250 0 0		250 0 0	250 0 0			
Sir George Osborne Morgan	200 0 0		200 0 0	200 0 0			
Dr. Robert Gee, Liverpool	188 6 8		188 6 8	188 6 8			
(c) Donation: Piercy Trustees	1,000 0 0		1,000 0 0	1,000 0 0			
(4) Welsh Chair Endowment	760 0 0		760 0 0	10 0 0	750 0 0	750 0 0	
(5) Powis Memorial	192 1 0		192 1 0	192 1 0			
(6) R. A. Jones Memorial	516 19 6		516 19 6	516 19 6			
(7) North Wales Scholarship Association Prize	104 17 6		104 17 6	104 17 6			
(8) Osborne Morgan Fund	2,500 0 0		2,500 0 0	2,500 0 0			
(9) George Rae Fund	1,500 0 0		1,500 0 0	1,500 0 0			
(10) John Hughes Fund	5,108 15 1		5,108 15 1	5,108 15 1			
(11) Wm. Griffith Fund	50 0 0		50 0 0	50 0 0			
(12) Richard Hughes Fund	1,500 0 0		1,500 0 0	1,500 0 0			
(13) Cadwaladr Davies Loan Fund	100 0 0		100 0 0	100 0 0			
II. Temporary & Special Funds:							
(1) Scholarships	3,426 4 4		3,426 4 4	3,414 13 4	11 11 0		11 11 0
(2) Jubilee Scholarship	1,239 0 0		1,239 0 0	1,234 16 0	4 4 0	4 4 0	
(3) Modern Language Exhibition	492 15 6	22 1 0	514 16 6	514 16 6			
(4) Library	960 1 3	76 17 0	1,036 18 3	1,026 13 3	10 5 0		10 5 0
(5) Welsh Lectureship	373 19 0	10 0 0	383 19 0	375 16 0	8 3 0	8 3 0	
(6) Agricultural Education	5,786 1 0	91 19 8	5,878 0 8	5,580 10 8	297 10 0		297 10 0
(7) Donations for Special Scholarships (Sir Henry Tate)	2,000 0 0		2,000 0 0	2,000 0 0			
(8) Electrical Engineering Department	1,684 17 0		1,684 17 0	1,684 17 0			
(9) Modern Languages Assistant Lectureship	146 6 7		146 6 7	146 6 7			
(10) Farm	4,088 16 0		4,088 16 0	4,088 16 0			
(11) Fisheries Department	71 0 0		71 0 0	71 0 0			
(12) Special Scholarships (Sir A. L. Jones)	450 0 0		450 0 0	450 0 0			
(13) Dr. Isaac Roberts Bequest (payment on account)		217 6 0	217 6 0	217 6 0			
III. Other Funds:							
(1) Annual Subscriptions (for Scholarships)	1,093 5 2	18 8 0	1,111 13 2	1,111 13 2			
†(2) Bequest under the Will of the late Dr. Evan Thomas	47,596 5 3		47,596 5 3	47,596 5 3			
	161,874 13 5	6,101 18 7	167,976 12 0	136,789 14 4	31,186 17 8	24,010 3 11	7,176 13 9

* £1,714 18s. 6d. was promised to the Building Fund between July 1st and July 31st, 1907.
† £5,000 of this sum has been transferred to the Permanent Buildings Fund.

(c) UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

STATEMENT OF ACCOUNTS for the Year ending 30th June, 1907.

CRADDOCK WELLS CHARITY ACCOUNT for the Year ending 30th June, 1907.

Dr.	£ s. d.	£ s. d.	*Cr.*	£ s. d.
To Maintenance Exhibitions, &c.		455 9 0	By Balance in the hands of the College on 30th June, 1906	405 8 11
„ Exhibitioners' Fees	150 0 0		„ Amount received from the Corporation of Cardiff	840 0 0
„ Amount applicable for general purposes, credited to the General Income Account	390 0 0		„ Bank Interest	8 2 2
		540 0 0		
„ Balance in hand, as per the College Balance Sheet, dated 30th June, 1907		258 2 1		£1,253 11 1
		£1,253 11 1	By Balance in hand 30th June, 1907, brought down	£258 2 1

SCHEDULES A to F.—SCHOLARSHIP AND OTHER FUNDS.

	A Income.	B Drawn from Accumulated Funds.	C Scholarships and Prizes Awarded.	D Other Expenditure.	E Added to Accumulated Funds.	F Funds at 30th June, 1907, and Accumulation of Income (if any).
Subscriptions :—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
The Cardiff Football Club	30 0 0	—	20 0 0	—	10 0 0	
The Cardiff Education Committee	9 0 0	—	9 0 0	—	—	
The Drapers Company	70 0 0	8 11 0	78 11 0	—	—	
The Brecknock and County Scholarship Committee	27 0 0	—	27 0 0	—	—	
The David Davies Memorial Fund Committee	50 0 0	—	50 0 0	—	—	
Mrs. D. I. Davies	12 0 0	—	12 0 0	—	—	
The Trustees of the Gladstone Memorial Fund	—	—	—	—	—	161 14 9
Mr. C. J. Hamilton, M.A.	—	—	—	—	—	
The Cobden Club	—	—	—	—	—	
Loan repaid by and made to Students	15 0 0	—	15 0 0	—	—	
Bankers' Interest	3 18 9	—	—	—	3 18 9	
Royal Commissioners for the Exhibition of 1851	150 0 0	—	150 0 0	—	—	
Isaac Roberts Science Scholarship Fund	100 0 0	—	50 0 0	—	50 0 0	
	466 18 9	8 11 0	411 11 0	—	63 18 9	161 14 9
Income from Invested Funds :—						
The John and Richard Cory Scholarship Fund	34 14 11	—	30 0 0	—	4 14 11	9 0 10 *1,000 0 0
The Caroline Williams do.	34 14 11	—	30 0 0	—	4 14 11	29 18 0 *1,000 0 0
The Drapers Company do.	34 14 11	0 5 1	35 0 0	—	—	45 7 5 *1,000 0 0
The Sir Alfred Thomas do.	16 17 0	3 3 0	20 0 0	—	—	4 3 5 *502 0 0
The Col. Page Prize Fund	73 13 7	—	49 6 11	—	24 6 8	34 1 8 *1,036 15 5
The Samuel Brothers Medical Scholarship Fund	13 15 0	1 5 0	15 0 0	—	—	6 19 8 *500 0 0
The Salesbury Library	—	—	—	—	—	41 19 0
The Hughes Anatomical Museum Fund	39 19 4	—	—	6 0 0	33 19 4	159 19 11 *1,411 15 4
The Hughes Prize Medal Fund	1 2 3	—	—	0 2 0	1 0 3	5 3 1 *41 9 2
The Alfred Sheen Prize Fund	3 0 0	—	3 0 0	—	—	—
Balances (A to E) carried to General Income Account, and (F) to Balance Sheet	£719 10 8	£13 4 1	£593 17 11	£6 2 0	£132 14 10	£6,981 7 8

*Amounts thus marked are invested as set out on the Balance Sheet.

SCHEDULE G.
HIGHER TECHNICAL DEPARTMENT.
INCOME ACCOUNT.

	£ s. d.	£ s. d.
Expenditure, viz. :—		
Fees of Free Students	534 1 0	
Salaries and Wages	2,080 16 6	
Rent and Administration	150 0 0	
Rates and Taxes	11 7 1	
Insurance	16 14 5	
Fuel and Gas	72 4 7	
Printing and Stationery	34 7 1	
Books and Magazines	46 12 2	
Incidentals, Laboratory Expenses, etc.	93 1 2	
Bank Interest	63 5 6	
Repairs and Renewals	69 6 6	
Moiety transferred to Equipment Fund	102 6 8	
		3,274 2 8
Less		
Income, viz. :—		
Grants from Counties, etc.	2,200 0 0	
Grant from Board of Education	204 13 4	
Donation from Drapers' Company	350 0 0	
Students' Fees	360 4 6	
Diploma Fees	10 10 0	
Testing Fees	2 9 10	
		3,127 17 8
Balance (Deficit) carried to General Income Account		£146 5 0

SCHEDULE H.
MEDICAL SCHOOL.
INCOME ACCOUNT.

	£ s. d.	£ s. d.
Expenditure, viz. :—		
Salaries	1,135 0 0	
Wages	172 15 0	
Rates and Taxes	13 18 0	
Printing, Stationery and Advertising	102 1 3	
Books and Magazines	49 4 1	
Incidentals, Laboratory Expenses, etc.	52 7 11	
Bank Interest	22 2 1	
Repairs and Renewals	40 3 1	
		1,587 11 5
Less		
Income, viz. :—		
Grants from Counties towards expenses of Course for the Theoretical Training of Midwives	184 13 0	
Students' Fees	1,163 18 3	
		1,348 11 3
Balance (Deficit) carried to General Income Account		£239 0 2

SCHEDULE J.

Subscriptions Treated as Income.

	£ s. d.	£ s. d.
Mr. H. Woolcott Thompson	50 0 0	
Sundries per Dr. Redwood	13 0 0	
Messrs. Spillers and Bakers, Limited	10 10 0	
Mr. Charles Thompson	10 0 0	
Glamorgan Education Committee (Winter Course for Farmers)	50 0 0	
Income from the Alderman Thomas Williams Sustentation Fund	32 14 4	
The Isaac Roberts Fund, amount applicable for general purposes	117 6 0	
Balance carried to General Income Account		£283 10 4

SCHEDULE K.

Donations to Building and Equipment Funds.

	Received to 30th June, 1906. £ s. d.	Received this year. £ s. d.	Total received to 30th June, 1907. £ s. d.
General Donations	14,428 10 0	—	14,428 10 0
Special Donations, viz.:—			
The Marquess of Bute	10,000 0 0	—	10,000 0 0
The Corporation of Cardiff	10,000 0 0	—	10,000 0 0
Do. (for Interest)	1,623 16 8	—	1,623 16 8
Merthyr Scholarship Fund	276 12 9	—	276 12 9
For New College Buildings	68,647 9 4		
Received this year, as per Calendar £11,756 2 6			
Interest earned 1,635 17 10			
Dividends and Ground rents 16 15 2			
13,408 15 6			
Less Allocated to New Sustentation Fund 5,444 5 7		7,964 9 11	76,611 19 3
			112,940 18 8
For Higher Technical Department	6,017 17 0		
Subscription from Mr. Chas. Thompson	—	15 0 0	
Moiety of Board of Education Grant for Equipment	—	102 6 8	6,135 3 8
For the Medical School	6,505 14 7	—	6,505 14 7
For the Mining School	307 13 6		
Messrs. Osbeck & Co., 4th instalment	—	100 0 0	407 13 6
The Hughes Anatomical Museum Fund of £250 and Interest	264 16 2		
The Hughes Anatomical Museum Fund of £350 and Interest	352 3 3	—	616 19 5
Balance carried to Balance Sheet	£118,424 13 3	£8,181 16 7	£126,606 9 10

SCHEDULE L.

Expenditure on Buildings and Equipment.

	Expended to 30th June, 1906. £ s. d.	Expended this year. £ s. d.	Total expended to 30th June, 1907. £ s. d.
Main College Buildings, viz.:—			
College Buildings (Freehold) and 11 and 12 The Parade (Leasehold)	13,157 0 0	—	13,157 0 0
Nos. 9 and 10 The Parade, and the Sites of Nos. 11, 12 and 13 the Parade (Freehold)	1,924 10 11	—	1,924 10 11
Leasehold Premises College School	4,155 8 8	—	4,155 8 8
Additional Lecture Rooms	3,725 1 11	—	3,725 1 11
Forward	22,962 1 6	—	22,962 1 6

[*Continued.*

SCHEDULE L.—continued.

	Expended to 30th June, 1906. £ s. d.	Expended this year. £ s. d.	Total expended to 30th June, 1907. £ s. d.
Brought forward	22,962 1 6	—	22,962 1 6
Alterations to Buildings	1,654 8 10	—	1,654 8 10
New College Buildings	12,629 7 6	27,220 17 0	39,850 4 6
Equipment, viz.:—			
General Furniture, Fittings and Apparatus	4,704 13 6	48 16 7	4,753 10 1
Chemical Laboratory	865 1 2	24 12 1	889 13 3
Physical Laboratory	2,182 4 3	68 3 1	2,250 7 4
Biological do.	811 11 8	31 0 3	842 11 11
Library	1,018 6 1	0 13 0	1,018 19 1
Salesbury Library	344 10 9	—	344 10 9
Preliminary Expenses	971 17 7	—	971 17 7
	48,144 2 10	27,394 2 0	75,538 4 10
Higher Technical Department;—			
Buildings	4,092 14 10	9 11 3	4,102 6 1
Equipment	4,456 4 4	258 7 4	4,714 11 8
Medical School:—			
Buildings	4,967 0 11	—	4,967 0 11
Equipment	2,190 13 5	89 8 4	2,280 1 9
Preliminary Expenses	232 3 11	—	232 3 11
Mining School:—			
Building and Sundries	309 12 1	213 10 4	523 2 5
Preliminary Expenses	—	45 4 9	45 4 9
Hughes Anatomical Museum: Fund of £250	264 16 2	—	264 16 2
Hughes Anatomical Museum: Fund of £350	352 3 3	—	352 3 3
Cookery School:—			
Buildings	3,354 8 9	324 18 11	3,679 7 8
Equipment	592 3 1	94 13 6	686 16 7
School of Housewifery and Hostel:—			
Equipment	312 7 4	—	312 7 4
Balance carried to Balance Sheet	£69,268 10 11	£28,429 16 5	£97,698 7 4

SCHEDULE M.

Reserves.

	£ s. d.
For Depreciation of Furniture, Fittings and Apparatus (General)	6,206 14 3
For do. (Cookery School)	283 8 3
For do. (Housewifery School)	103 4 1
Sinking Account for Cookery School Buildings	410 9 9
Redemption Fund College School	96 1 5
Balance carried to Balance Sheet	£7,099 17 9

SCHEDULE N.

Property and Investments.

	£ s. d.
£1,669 13s. 1d. £2 10s. per cent. Consolidated Stock	1,530 14 11
£706 12s. Metropolitan Consolidated 3½ per cent. Stock	744 15 9
£1,545 Barry Railway Co. 5 per cent. Preference Stock	1,695 15 6
£470 Barry Railway Co. 3 per cent. Debenture Stock	499 16 6
£675 Rhymney Railway Co. 4 per cent. Preference Stock	757 4 3
£1,000 Cardiff Gas, Light and Coke Co., Stock "D"	1,000 0 0
Freehold of 7 houses, Brighton Terrace, 8 houses in The Parade, and Unitarian Church, West Grove, Cardiff	1,759 2 2
Lloyd's Bank, Ltd., Building Fund Deposit Account	30,727 2 11
Do. New College Sustentation Fund Deposit Account	8,104 14 11
Do. Redemption Fund Account	96 1 5
Do. Building and New College Fund Current Account	5,728 14 5
Balance carried to Balance Sheet	£52,644 2 9

THE COOKERY SCHOOL, including the SCHOOL OF HOUSEWIFERY and HOSTEL.

Dr. INCOME ACCOUNT for the Year ending 30th June, 1907. *Cr.*

	Cookery School.	Hostel and Housewifery School.	Total.
	£ s. d.	£ s. d.	£ s. d.
To Food bought	727 19 3	168 9 5	
Less Food sold	369 8 6		
	358 10 9		
Less Allowance for Rations	133 10 0		
	225 0 9	168 9 5	393 10 2
.. Rations	133 10 0		133 10 0
.. Salaries, Wages, Washing and Cleaning	1,321 5 7	98 12 7	1,419 18 2
.. Rent, Rates and Taxes	62 15 0	84 18 9	147 13 9
.. Gas, Water and Fuel	100 14 4	27 4 5	127 18 9
.. Printing, Stationery and Advertising	45 15 5		45 15 5
.. Travelling Expenses	22 5 2		22 5 2
.. Incidental Expenses, Postages, Telegrams, and Expenses of Examinations	206 2 3	22 14 6	228 16 9
.. Bank Charges on Loan	93 13 7		93 13 7
.. Repairs	43 18 10	4 14 0	48 12 10
.. Depreciation of Furniture, &c.	26 17 6	25 8 11	52 6 5
	£2,281 18 5	£432 2 7	£2,714 1 0

	Cookery School.	Hostel and Housewifery School.	Total.
	£ s. d.	£ s. d.	£ s. d.
By Students' Fees (including Fees of Free Students)	1,612 14 0	349 2 6	1,961 16 6
,, Grants, viz.:—			
Sundry Schools	41 8 9		41 8 9
Cardiff Education Committee	559 18 7		559 18 7
,, Bank Interest	5 16 2		5 16 2
,, Sundry Rents	60 0 0		60 0 0
,, Balance (Deficit) carried to General Deficit Account, as per Balance Sheet	2 0 11	83 0 1	85 1 0
	*£2,281 18 5	£432 2 7	£2,714 1 0

* Exclusive of Board of Education Grants earned, but not yet paid.

Dr. GENERAL INCOME ACCOUNT for the Year ending 30th June, 1907. *Cr.*

	£ s. d.	£ s. d.
To Salaries	11,749 17 0	
,, Wages	1,448 2 0	
		13,197 19 0
,, Rents	282 17 6	
Less Rents received	65 15 3	
	217 2 3	
,, Telephone Rental (less Wayleave)	9 5 0	
,, Rates and Taxes	210 14 9	
,, Insurance	48 18 6	
,, Gas, Water and Fuel	451 11 3	
		937 11 9
,, Printing, Stationery and Advertising		627 16 0
,, Expenses of Library	258 11 5	
,, Laboratory Expenses	105 5 7	
		363 17 0
,, Travelling Expenses (Candidates, &c.)	25 2 7	
,, Degree Ceremony Expenses	26 8 11	
,, Examination Expenses	20 16 10	
,, Winter Course for Farmers	42 3 0	
,, Grant to Students' Representative Council	50 0 0	
,, Incidental Expenses and Postages	334 5 3	
,, Bank Interest	7 6 6	
		506 3 1
,, Depreciation of College School Leasehold	23 2 3	
,, Repair of Premises and Renewals	404 9 2	
		427 11 5
,, Distribution of Board of Education Grants, viz.:—		
To King's Scholars	3,244 0 0	
To Cardiff Education Committee (Art Grant & Board of Education refund)	91 10 0	
		3,335 10 0
,, Welsh University Examination Fees		951 18 0
,, Scholarship and other Funds, viz.:—		
Scholarships, &c., as per Schedule C	593 17 11	
Other expenditure, as per Schedule D	6 2 0	
Added to Funds, as per Schedule E	132 14 10	
		732 14 9
,, General and Normal Exhibitions granted	324 3 0	
,, Arts Scholarships	112 15 3	
		436 18 3
,, Higher Technical Department, Deficit for the year, as per Schedule G		146 5 0
,, Medical School, Deficit for the year, as per Schedule H		239 0 2
		£21,903 4 5

	£ s. d.	£ s. d.
By Fees as follows, viz.:—		
General Students (*less* Fees refunded)	2,325 6 4	
County Free Students	433 16 0	
Normal Students	2,059 14 0	
London Matriculation and Degree Exam. Fees 273 5 0		
Less Examination Expenses 121 5 1		
	151 19 11	
Welsh University Examination Fees (remitted as per Contra)	951 18 0	
College Readmission Fees	16 2 6	
		5,938 16 9
,, Fines		11 3 0
,, Higher Technical Department, Share of Rent, &c.		150 0 0
,, Subscriptions, as per Schedule J		283 10 4
,, Craddock Wells Charity, Income applicable to general purposes		390 0 0
,, Grant from Government		4,000 0 0
,, Cardiff Technical Committee		4,712 4 5
,, Board of Education Grants		5,562 0 0
,, Scholarships and other Funded Accounts, viz.:—		
Income and Subscriptions, as per Schedule A	719 10 8	
Drawn from Accumulated Balances, as per Schedule B	13 4 1	
		732 14 9
,, Balance (Deficit) carried to General Deficit Account, as per Balance Sheet		122 15 2

Digitized with financial assistance from
Shri Brihad Bhartiya Samaj
on 31 October, 2019

BALANCE SHEET, 30th June, 1907.

Liabilities.	£ s. d.	£ s. d.	£ s. d.
Sundry Donors, viz.:—			
For donations expended on Buildings, &c. - -	89,844 15 1		
For donations unexpended (as per Schedule K)	36,761 14 0	126,606 9 10	
For Scholarship and other Funded Accounts, viz.:			
Principal Sums - -	6,491 19 11		
Income unexpended - (as per Schedule F)	489 7 9	6,981 7 8	
For the Ald. Thos. Williams Sustentation Fund- -	1,000 0 0		
For the New College Sustentation Fund - -	8,104 14 11		
		9,104 14 11	
			142,692 12 5
Craddock Wells Fund, Balance unexpended			258 2 1
Sundry Creditors - - - - -			1,243 11 6
Lloyds Bank, Limited:			
General Accounts - - - - -		5,396 9 4	
Cookery School Mortgage - - -		2,096 6 0	
			7,492 14 4
			£151,687 0 4

Assets.	£ s. d.	£ s. d.	£ s. d.
Expenditure on Buildings and Equipment (as per Schedule L.) - - - -		97,698 7 4	
Less Reserves (as per Schedule M) - -		7,099 17 9	
			90,598 9 7
Investments (as per Schedule N) - -			52,644 2 9
Allocated as follows, viz.:—	£ s. d.		
New College Building Fund	36,761 14 9		
Scholarship Funds, &c. -	6,491 19 11		
Sustentation Funds - -	9,104 14 11		
Other Funds - - -	285 13 2		
	£52,644 2 9		
Sundry Debtors- - - - - -		2,035 13 0	
Salaries paid on account of year 1907-8 -		1,517 0 9	
			3,552 13 9
Cash:			
Housewifery Petty Cash - - -		2 18 5	
Cookery School Petty Cash - -		2 3 6	
			5 1 11
Deficit:			
General Income Account—			
Deficit as at 30th June, 1906 -		2,936 12 10	
Add Special Provision for Depreciation of Furniture, &c. -		3,500 0 0	
Deficit for this year - - -		122 15 2	
		6,559 8 0	
Cookery School Income Account:			
Surplus as at 30th June, 1906 - -	£1,757 16 8		
Less Deficit for this year - - -	85 1 0		
		1,672 15 8	
			4,886 12 4
			£151,687 0 4

I certify that I have audited the foregoing Accounts and Balance Sheet, and compared them with the Books, Vouchers, and Securities, and that, in my opinion, the above Balance Sheet fully and fairly sets forth the position of affairs as at 30th June, 1907.

WENTWORTH H. PRICE, F.C.A. *Auditor.*
Cardiff.

3rd August, 1907.